HQ
769
S53 Shearer -
The management and

Southern Branch
of the
University of California
Los Angeles

Form L 1

HQ
769
S53

Digitized by the Internet Archive
in 2008 with funding from
Microsoft Corporation

http://www.archive.org/details/managementtraini00shea

THE

Management and Training of Children.

BY

WILLIAM J. SHEARER, A. M., PD. D.,

SUPERINTENDENT OF SCHOOLS OF THE CITY OF ELIZABETH AND COUNTY OF UNION, N. J.

15522

NEW YORK:
RICHARDSON, SMITH & CO.,
135 Fifth Avenue,
1904.

Copyright, 1904,
By William J. Shearer.

HQ
769
S53

PREFACE.

The author's highest ambition is to do what he can for the boys and girls of our country. This book has been written in the hope that it will help many earnest parents to manage and train their precious children by gentle measures, rather than by harshness.

Very frequently attention is called to the fact that upon the children of the present will depend not only the prosperity, but also the very life of the nation. How seldom is emphasized the truth that the happiness of parents and children generally depends upon the character of the training the children receive.

Upon almost any subject which one can imagine, no matter how unimportant, many excellent books may be found: yet a diligent search through the libraries of even our largest cities, will fail to disclose any book of practical suggestion to parents on the management and training of their children. It is, indeed, remarkable that so little can be found upon this subject which, more than any other, vitally affects the present and future happiness of all parents and children.

Some who have no children are ever ready to venture absolute directions and to offer infallible rules for the training of the children of others. Those of us who have children of our own know

that most of such suggestions are worse than useless in practice. We also know that it is an easy matter to tell others how to manage children, but a far more difficult matter to carry out our own instructions. It is especially hard to follow the theories advanced by those who have not attempted to put their theories into practice.

These suggestions are not offered to others until after their efficiency has been proven, not only in the training of the writer's own children, but also after noting their effect upon many of the most troublesome of the thousands who, year after year, have been under his supervision.

In weekly articles, a half million copies of this book have appeared in the Newark *News,* San Francisco *Call,* Elizabeth *Journal,* Pittsburg *Dispatch,* Los Angeles *Times-Mirror,* Philadelphia *Press,* Grand Rapids *Press,* Galveston *News,* Indianapolis *Journal,* and in other leading newspapers of the country. This is probably the first time that such papers have given their valuable space to a similar book. The many appreciative letters from parents in every part of the United States justify the hope that the book may help many more mothers and fathers who are striving to properly train their dear children.

The chapters on Hints to Parents are made up of answers to questions which were asked the author by those who had read the book as published in the daily papers.

W. J. S.

CONTENTS.

I.

CHILDREN.

The Greatest Thing on Earth—The Artist's Experience—The Child a Blessing or a Curse—The Happiness of Parents—Children's Place in Society.....13

II.

TIME, PLACE AND CHARACTER OF TRANING.

Life a Battle—What is Meant by Training—The Delay that is Dangerous—When Training Should Begin—One Effect of Training—Character and Training Determined by Temperament and Age—Every Child Can be Trained—Heredity.....17

III.

THE THREE STAGES OF DEVELOPMENT.

As the Twig is Bent the Tree's Inclined—Plastic Childhood—The Receptive Age—The Analytic Age—The Child Must be Trained at Home—Limitations of Training—Adaptation of Training.....23

IV.

RESPONSIBILITY OF PARENTS.

A Terrible Responsibility—Cowardly Attempts to Shift the Burden—Why the Chips Do Not Fall Far from the Block—The Imperative Duty of Parents—Telling, Teaching, Managing, Training—Seeming Indifference of Parents—Most Parents Desire Light—Why Some Parents Are Not Interested—Great Reward for Parents 27

V.

PRIMARY REQUISITES OF PROPER TRAINING.

Success Assured—First Requisite—Second Requisite—Third Requisite—Fourth Requisite—Fifth Requisite—Sixth Requisite....33

VI.

DIFFERENT METHODS OF MANAGEMENT.

Management by Artifice the Worst Management Possible—Management by Reason—When Reasons Should be Given—Management by Harshness—Management by Absolute Authority—Some Objections—Another Objection—How Parents Teach Children to Despise Them.....41

VII.

WHEN TO BEGIN.

Begin at the Beginning—Quite Easy at the Beginning—If One is Not at the Beginning—No Reason for Despair—Practical Suggestions 47

VIII.

HABITS.

Habits All Important—Dr. Maudsley's Opinion—The Importance of Habit in Society—Earthly Purgatory—The Matter of Greatest Importance—The Effect of Lack of Habits—Time to Form Habits—How Habits May be Changed—Principles and Habits.....51

IX.

USE OF INCENTIVES IN CHILD TRAINING.

Pleasure and Pain—A Pound of Leading Worth a Ton of Driving—Moral Value of Incentives—The Selection of Proper Incentives—Seven Valuable Incentives—The Desire for Comfort—Fear of Punishment—Rewards and Prizes—Approbation of Parents and Others—Confidence of Parents—Force of Habit—Sense of Duty...57

X.

PUNISHMENT OF CHILDREN.

Should Children be Punished—Legitimate Objects of Punishment—Characteristics of Proper Punishment—The Severity of Punishment—Improper Punishments—Proper Punishment—When Corporal Punismment Should be Used—Characteristics of Corporal Punishment 64

XI.

OBEDIENCE.

Success Dependent Upon Obedience—Obedience May Save a Child's Life—Obedience Through Fear—The Easiest Method of Obtaining Obedience—Obedience Must Not be Bought—Obedience to Circumstances—Obedience Through Love—Obedience Through Sense of Duty—When Obedience Should be Demanded—Whom a Child Should Obey—One Method of Winning Obedience—Other Methods of Securing Obedience—A Certain Method of Securing Obedience—How to Make it Easy to Obey.....71

XII.

THE MANAGEMENT OF THE BAD BOY.

A Hard Question—Some Reasons for Calling a Boy Bad—Expecting Too Much of Boys—No Boys Are Depraved—How to Save the Vicious—Important Steps—Change of Environment—Ideals—How One of Many Was Saved—No Boy Utterly Bad—Never Give Up 80

XIII.

TRAINING THROUGH ENCOURAGEMENT.

An Erroneous View—The Right Way to Correct—The Opposite Way—The Universal Tendency—A Word of Warning—Rewards—A Better Way—Different Effects of Two Ways.....86

XIV.

THE NATURAL CHILD.

Child or Adult—First Characteristic of the Natural Child—In the House of Too Much Trouble—Second Characteristic—Third Characteristic—Fourth Characteristic—Fifth Characteristic—Other Characteristics—The Meaning of a Child's Activity—A Common

Mistake—The Locomotive and the Child—The Parents' Duty—A Suggestion to Parents and Teachers—The Unnatural Child.....91

XV.

SYMPATHY BETWEEN PARENT AND CHILD.

Importance of Sympathy—The Power of Sympathy—The Peculiar Action of Sympathy—Sympathy versus Love—The Great Dearth of Sympathy—How to Sympathize with a Child—When Sympathy Should be Given—When a Child is in the Wrong—Sympathy Must be Cultivated—Sympathy Must be Sincere—One Effect of Sympathy.....99

XVI.

IMPORTANCE OF INDIVIDUALITY.

Children Differ—Injurious Effect of Uniform Treatment—Importance of Individuality—Differences in Children—The Parents' Duty—How Peculiarities May be Discovered—Why Parents Are Blind to Some Faults.....107

XVII.

TEMPERAMENTS.

Importance of Knowledge to Parents—Faults of Training Due to Lack of Knowledge—Square Pegs in Round Holes—Psychology versus Temperament—How to Study Temperaments—Characteristics and Management of the Nervous Temperament—Characteristics and Management of the Lymphatic Temperament—Characteristics and Management of the Bilious Temperament—Characteristics and Management of the Sanguine Temperament—Mixed Temperament—The Best Temperament.....111

XVIII.

RESPONSIBILITY OF THE FATHER.

Mutual Consideration—The Father's Duty—Conflicting Authority—A Mother's Trials—A Time for Appreciation.....119

XIX.

THE MOTHER'S INFLUENCE.

The Almighty's Representative—Most Training Left to the Mother—The First Years of Vital Importance—Beautiful Tributes to Mothers—Tributes of Washington, Lincoln and Others—The Fathomless Depth of a Mother's Love—The Measure of a Mother's Love—The Great Love of Parents—Which Shall it Be?—The Hallowed Memory of Mother—Home and Country Dependent Upon Mothers.....123

XX.

THE HOME INFLUENCE.

The Great Need of America—The Right Spirit for the Home—One Home—Another Home—Citizens, Slaves or Anarchists—The Atmosphere of the Home.....132

XXI.

CRYING AND TEASING.

Why a Child Cries—Is Crying Necessary—Older Children—Children Who Cry for a Purpose—How to Stop Crying—Why

Children Tease Parents—How to Stop Teasing—How Parents Train Children to Tease—For What Children Tease—Why Parents Yield to Teasing—Two Good Rules.....137

XXII.

PLAY AND PLAYMATES.

Necessity of Play—Influence of Different Amusements—An Important Matter—A Place to Play—Advantages of Home Amusements—Character of Home Amusements—A Child's Playmates—Depriving Children of Playmates—Influence of Companions—The Study of Companions—Selection of Companions—A Few Proverbs 144

XXIII.

THE CHILD AND THE SCHOOL.

Hard Questions—Age of Entering School—As to Kindergartens—Public or Private School—Lack of Parental Interest—Moral Influence of the Teacher—Preparation of Parent and Teacher—Co-operation of Parents and Teachers—Criticising the Teacher—How Parents Can Help the Teacher—Boarding Schools—What Shall Children Study.....153

XXIV.

TRAINING A CHILD TO TELL THE TRUTH.

A Common Fault—A Difficult Matter—Hard to Punish Properly—Why Children Are Untruthful—Other Reasons for Untruthfulness—Even Parents Make Sad Mistakes—Important Conclusions 160

XXV.

THE MANAGEMENT OF THE STUBBORN CHILD.

The Meaning of Stubbornness—A Diamond in the Rough—The Result of Continued Stubbornness—One Way of Managing a Stubborn Child—One Punishment Sufficient—How a Child Was Saved—How to Manage the Most Stubborn.....166

XXVI.

THE TRAINING OF THE ONLY CHILD.

Why the only Child is Spoiled—The Only Child Sometimes the Best—The Children of the Rich—The Child Who Bosses the House—Who is to Blame.....172

XXVII.

QUESTIONS AND REQUESTS.

The Child an Animated Interrogation Point—Importance of Questions—Natural Tendency of Parents Wrong—Curiosity no Crime—How to Answer a Child's Questions—What to Do About Some Questions—A Child's Requests—A Hard Matter—What a Child Should be Denied—Children Expect Too Much.....177

XXVIII.

THE FEARS AND SORROWS OF CHILDREN.

Children Not Naturally Fearful—How to Deal With a Child's Fears—The Child Who Fears Nothing—Different Kinds of Fears—

The Dreams of Children—Bedtime—Parents Like the Old Woman in the Shoe—Senseless Treatment—The Sorrows of Children.....183

XXIX.

MORALS AND MANNERS.

A Most Important Duty—Importance of Morals—Can Morals be Taught—Manners—The Value of Courtesy—What Must be Taught—Manners Indicative of Character—A Sign of the Soul's Nature—Courtesy a Refining Influence—The Outward Expression of Courtesy—The Value of Manners—How to Acquire good Manners 191

XXX.

TRAINING IN THE USE OF MONEY.

The Usual Method—Objection to the Uusal Method—Advantage of a Regular Allowance—Objections to Regular Allowance—How Much Money Should Children be Given—One Practical Method—A Plan for Older Children.....199

XXXI.

HOME BEHAVIOR.

Manners Become Fixed—Courtesy to Parents, Brothers, Sisters—Politeness Not for Strangers Exclusively—Behavior at Table—What Shall Children Eat?—Training the Appetite—Table Talk—A Time for Relaxation—Useful Knowledge—Subjects to be Avoided—Should Children be at Table with Their Parents.....206

XXXII.

BEHAVIOR OF CHILDREN WHEN AWAY FROM HOME.

Home Training Apparent—Attracting Attention on the Street—Greeting Acquaintances—Manners in Traveling—Manners in Church—Manners in Places of Amusement—Who Shall Do the Talking 215

XXXIII.

TRAINING OF BODY AND MIND.

The Body—The Mind—A Child's Body—Knowledge of Physiology—Making a Good Animal—How to Produce Strong Bodies—Too Much Trouble—Wealth and Health—The Boat and the Body—Vitality—How the Mind Grows—The Training of the Senses...223

XXXIV.

THE INTELLECT AND FEELINGS.

The Mental Equipment—The Memory—How the Memory May be Strengthened—The Imagination—Conception, Judgment and Reasoning—Some Powers Must Develop Before Others—Unreasonable Expectations—What Should be left to a Child's Reason—The Feelings—What is Meant by Feeling—Allowance for Emotions—How the Emotions May be Controlled.....231

XXXV.

THE TRAINING OF THE WILL.

Importance of Training of the Will—The Will the Mainspring—Conscience Insufficient—Will Power and Courage—Will Power

and Justice—Will Power and Self-Control—Will as a World Force—The Will a Measure of Personal Power—Will Training versus Will Breaking—The Meaning of Will Training—God's Way —How the Will May be Trained.....239

XXXVI.

ADOLESCENCE.

Meaning of the Term—Importance of the Period—Physical Changes—Mental Changes—Moral Changes—Change of Ideals—Dangers of Adolescence—False Modesty in Parents—Ignorance Will Not Save—Management of the Adolescent—Three Stages...248

XXXVII.

THE CHILD AND CHRISTMAS.

Children in the Home—How About Santa Claus?—A Great Mistake—Let the Children Help—One Plan of Giving Presents...257

XXXVIII.

HINTS TO PARENTS.

Birthdays—Too Much Restraint—Overtraining—Leaving a Child Alone—Too Many Direct Issues—Too Many Dont's—Threats—Nagging—Faults of Children—Self-Control—Temper—The Object of Training—Work for Boys and Girls—Obedience—Use of Stories and Dolls 264

XXXIX.

HINTS TO PARENTS (Continued).

Reading—Proper Books for the Young—Favorites—Children on Sunday—Don't Make Sunday Dreadful—Reasons for Liking Sunday—About Attending Services—The Child's Faith—The Precocious Child—Laurels for the Plodders—Brain Fag—Mistakes of Parents 272

XL.

HINTS TO PARENTS (Continued).

Brothers and Sisters—Important Questions—Helping Themselves—Grateful Children—Self-Examination—Like Produces Like —The Great Aim—The Influence of Nurses—Rich Children Who Are Poor—Poor Children Who Are Rich.....280

I.

CHILDREN.

The Greatest Thing on Earth.

/5522

All must acknowledge that the greatest thing on earth is a little child. The fond parent is more than a millionaire, for the offer of a million would be refused with scorn by every parent worthy of the name.

With what wondrous love the true parent sees in the baby features the tiny prophecy of future possibilities—possibilities that are at once terrible and inspiring in their consequences!

The helpless little child awakens the earnest sympathy of the coldest heart. Yes, the hardest heart is melted, and the most selfish soul is warmed into new life by the contemplation of a little child. Gaze on the innocent face, as yet not touched by the care-producing hand of time! Contemplate the helpless body, which must develop powers that will enable it to fight life's battle!

The icy-hearted, unsympathetic cynic may smile, but the solicitous parent dare scarcely think of the weary way that the little feet must tread. Then wonder not that all, save the unnatural parent, shudder when they think of the dangers which must be avoided at every turn; of the chasms and pitfalls

of sin upon all sides; of the inviting temptations to be met with upon the stony uplands of later life, on and over which these tender feet must tread their ofttimes weary way.

The Artist's Experience.

Years ago, while passing along the street in New York, a young artist saw a beautiful child, in whom his trained eye perceived more perfection than he had ever before seen in any human being. He could not pass him by. He gazed and gazed. The more he studied the little boy, the more angelic his perfection seemed. "I must paint that child's picture," he exclaimed. "I will never see such a child again." He painted it; and, it is said, drew from it the inspiration which made him famous; for it filled him with the highest and noblest of thoughts.

Because of his love for it he refused fabulous offers. Those who had children of their own loved them better because of the sight of it. Those who had no children longed for them, as they gazed upon the canvas. Those who had lost their little ones seemed lifted nearer to heaven as they stood before it. The artist said: "If I can find a human being sufficiently hideous, I will paint it to show the contrast."

Many years passed before his search was rewarded. Finally, in a foreign country, he found a hideous man, the personification of all that was vile and infamous. He lay upon the prison floor, clad in rags, with haggard face and bloodshot eyes, curs-

ing God and man, while he waited for the summons to the gallows to pay the penalty of one of his foul murders. The artist received permission to paint the picture. The contrast was something terrible in its completeness. Imagine, if you can, the dreadful shock to the artist when he discovered that he had painted two pictures of the same person. The angelic child, because of the improper training received from his parents, had developed into the inhuman fiend.

The Child a Blessing or a Curse.

All parents are familiar with sufficient facts to convince them that, while the greatest blessing vouchsafed to a loving parent is a good child, the very severest curse is a bad one. In the one case, an unspeakable delight in their youth; a source of constant joy in their prime; the object of profoundest pride, and, if necessary, a sure support in their declining years. On the other hand, a source of constant trouble and irritation during the morning of their existence: of heart-breaking misery in the noontime of their life; and the cause of bringing their prematurely gray hairs to an untimely grave.

How often the broken-hearted parents have asked the Almighty why the loved one was not taken in the innocence of its childhood! How hard it has been to understand why the parents were permitted to live and suffer untold agony as they saw their once innocent, and still dearly-loved boy or girl, swept past them in the rapids of sin and whirled to everlasting destruction!

The Happiness of Parents.

What is there of pleasure in life for the loving parent whose precious child has gone astray? Surely no success in business, or along any other line can ever recompense for such a loss! Though this is the case, how few of us parents have given careful consideration to methods of management, in order that we might save these children, who are dearer to us than life itself! Is it not a fact that those of us who have sought for and failed to find any practical suggestions have become discouraged, and, not knowing what else to do, have continued to stumble along as best we could, hoping that the end would be that for which we prayed?

Children's Place in Society.

For thousands of years children existed merely by sufferance. They had no rights. They had no place. Much was said of their duties to others. No mention was made of what was due from others to them. The lowly Nazarene emphasized our duties to them when "He placed a little child in their midst and said, of such is the Kingdom of Heaven." In obedience to his lesson the children, once upon the outermost circle of civilization, have, for years, been moving nearer to their proper position, until now they have reached the very centre, and around them revolve all human interests.

II.

TIME, PLACE AND CHARACTER OF TRAINING.

Life a Battle.

All life is a constant warfare. That of a child is especially so. While developing conscience and embryonic reason strive for supremacy, animal appetites and propensities tempt to utter ruin by offering, in exchange, all the grosser and more material pleasures in the child's heaven and earth. Whether the sweet babe shall develop into the murderous Herod, or the saving Moses, will be determined by the result of the conflict. What the result of the conflict shall be will depend largely upon the character of the training which the parents give their children. To the child it means life or death—upon the one side a life of honor and beneficence, and a triumphant death; upon the other, a life of shame and misery, and an ignominious death.

What is Meant by Training.

It is very important that those upon whom rests the responsibility of training children should fully understand the significance of the word "training." That some do not is shown by frequent acts of many earnest parents.

Many parents still believe it means teaching. Such is not the case. Primarily, teaching means the imparting of knowledge. Training implies, not merely the imparting of knowledge, but also inspiring to repeated action, which results in the formation of habits. Teaching gives to the child new facts. Training enables the child to make use of the knowledge he possesses. Teaching is very important. Training is far more important. Why teach many things if nothing is to be used? Children should not merely be taught to know what is right. It is not even sufficient to teach them to be good. It is not enough that they be fashioned into moral or intellectual negations. They should be trained to be good for something, and to do right.

All Will be Trained in Some Way.

Parents should ever be mindful of the fact that all will receive some kind of training. During almost every wakeful moment every child is being trained. Every sense reaches out after knowledge, all of which helps determine his training. The great aim should be to see to it that the training is of the right kind.

The Delay that is Dangerous.

The great mistake many parents make is that they do not begin the training of children as early as they should. In answer to the question as to why a mother permitted a certain action, she re-

plied, as most mothers would have replied under the same circumstances, "Why, he's only a baby." How often we have all heard similar answers given by conscientious parents who do not fully appreciate the fact that, months after the child should have been trained to do differently, parents have encouraged the growth of the most vicious habits, from the bonds of which he can break with difficulty, if at all.

The parent who expects to leave the training of a child until a later period will find, when the time arrives, that his lack of training has already had its effect. Then will be necessary the arduous task of undoing the evil that, by neglect, has been done, of lifting him out of the ruts of improper training, that he may be helped along on the smoother road. Happy the parent who can overcome the constant tendency to return to the old ruts.

When Training Should Begin.

Though it is hoped they are not many, yet there are some parents who are disposed to put off the training of a child until they send him to school. This is done, either because of the belief that the young child is not a fit subject for training, or because it is too much trouble. Regard for the welfare of the child, if not sympathy for the poor teacher, unreservedly condemns such a practice.

All who have had experience with children will agree that they may be trained in important habits long before it is possible to teach them. While a

babe in its mother's arms, a child may be trained to sleep in a noisy room, with or without rocking, in the light or in the dark. Though in its early life it has no other way to express dissatisfaction, yet long before it is able to utter a word it can be taught that it will not get what it cries for. These and other important habits may very easily be instilled into the young child.

It is not too much to assert that by the time the child is able to talk he may be led away from many of the habits which, in after years, will cause both child and parents much unpleasantness, if not absolute suffering. Without fear of successful contradiction it may be asserted that the training of a child should begin soon after birth, and continue until the age when it is freed from all parental authority.

One Effect of Training.

With great plausibility some will continue to urge the argument that a child's nature cannot be changed. It is, however, plastic and may be molded. It is even more certain that a child can be so trained that it will give expression to its nature in an entirely different way from that which the same child would use but for the training.

If the training is begun quite early, and continues as long as the child is susceptible to impressions from without, it will have a marked effect upon every stage of the child's existence. It is not too much to claim that continued proper training will

so change the expression of the child's nature that it will appear as an entirely different creature. Such training is in reality a process of transforming a child into another kind of being.

Character and Training Determined by Temperament and Age.

The training suitable for any child should not only be determined by the health, the sex, the temperament and by other conditions; it should also be determined by age. The treatment which would be best for a young child would probably be the very worst for older children. As a child reaches the age of adolescence it will generally be necessary to relax absolute authority and make use of more reason. On the other hand, it would be an even greater mistake for parents to feel compelled to give reasons to the young child, for the purpose of securing compliance with their wishes.

Every Child Can be Trained.

Many will argue that a child's future depends almost entirely upon what it inherits. This is not the case. Those who have made the most careful study of this important problem agree that the most that can be claimed for heredity is a tendency to act as did the parents. They also agree that this tendency requires stimulation from without. Therefore, with proper care as to outside stimulations to action, a child can be properly trained in spite of adverse tendencies.

Heredity.

The child may inherit impulses; but a kind providence has foreordained that he shall not inherit habits. He may inherit certain tastes, but he does not inherit temptations. He may bring with him into the world tendencies; but he does not bring with him any prejudices. In the very great majority of cases a child's character will be determined by his training and his environment, rather than by inherited tendencies.

III.

THE THREE STAGES OF DEVELOPMENT.

As the Twig is Bent the Tree's Inclined.

All the child's powers exist but as germs, which are easily developed and controlled almost at will, by the wisely directed, fostering hand. Few will deny that, as we can train to healthy and well-proportioned growth the plant which, if neglected, would have proven unsightly, dwarfed and barren of good fruit, so, by proper training, the dormant powers of a child may be brought to healthy development, and by restraining the evil tendencies and stimulating the good, vast changes for the better may be made in the developing character. Parents should ever remember that as the twig is bent the tree will slant, and in the direction it inclines in life so it will fall in death. Being responsible for the first, they almost certainly determine the last, not merely for all time, but for eternity as well.

Plastic Childhood.

We must not forget that there are different phases of growth, through which the child passes imperceptibly from one to another.

The first seven years may be termed the plastic age, during which the child may be molded almost at will, like clay in the potter's hands.

The Receptive Age.

The second seven years is the receptive age, when many of the most lasting impressions are made. During these periods every vicious mental, moral and physical tendency should be suppressed, and the natural activity directed toward some associated virtue. Thus, much can be done by careful treatment, unwearied patience and persistent effort to transform the surliness, vulgarity and other evil tendencies into their opposites. The great danger is lest, in these years, the mold into which the child is cast may be a wrong one.

The Analytic Age.

The third seven years may be termed the analytic age. During this period the youth examines and questions more closely all matters presented to the attention; therefore, the training which might answer satisfactorily for the first periods would be of much less value during this third stage of development.

The Child Must be Trained at Home.

In spite of the fact that it is distinctly their duty, too many parents try to place upon others the responsibility for training the child. Some look to the church for the training which the child should receive; but the time spent in Sunday school or church cannot possibly do much more than inspire. It may teach some things and inspire toward higher

activities; but there is no possibility of such training as will firmly establish habits of action.

Many more look to the schools, which are doing much toward training in right habits, along moral and physical, as well as educational lines. But for the training many get in the public schools of our land, the outlook for the future of many a child, as well as for the Nation, would be far more discouraging than it now is. In spite of this fact, however, it is, primarily, the duty of parents to see that the home-training is what it should be; and there is no excuse for their attempting to shift the responsibility. Certain it is that the inspiration of the church and the instruction in the schools are infinitely more effective when supplemented and reinforced by proper home training.

Limitations of Training.

In considering the power of training we must not forget that, while a vast deal can be accomplished by training, yet to the possibility of training there are certain limitations. Each child can be trained to do the best with his own powers. He can be trained to go "in the way he should go," not in the way some other child can go.

Adaptation of Training.

A child born blind may be taught many things better than other children; but he cannot be taught to see. The child born with a club-foot may be

so trained that the worst of the defect will disappear; but it cannot be so trained that all traces of the defect will be lost sight of. A child who is of nervous temperament may be so trained that it will show less of the peculiarity of the nervous child; but it cannot be trained to such an extent that it will appear to be more of the phlegmatic temperament. The phelgmatic child may be trained to be somewhat less sluggish and a little more energetic, but he cannot be trained to show the mental and physical alertness of the child of nervous temperament.

IV.

RESPONSIBILITY OF PARENTS.

A Terrible Responsibility.

Every parent is familiar with striking examples of the accepted truth, that vicious training will destroy every vestige of the divine. It is an oppressive thought that upon someone rests the terrible responsibility of training wisely each child; that over so many hangs one of the most dreadful curses ever pronounced against man by the Almighty: "Whoso causeth one of these little ones to offend, it were better for him that a millstone were hung about his neck and he were drowned in the depths of the sea." Woe unto him, for "Their angels do always behold the face of the Father which is in heaven." Even the youngest children are there to testify to the training and treatment they have received from all, but especially from their parents.

Cowardly Attempts to Shift the Burden.

In mental, physical and moral characteristics, children are almost entirely the result of two factors. First, that which they inherit from their parents. Second, the training which they receive from parents and others. While accepting the responsibil-

ity for the first, too many parents are disposed to attempt to throw the responsibility for the second upon the school, the church and the community. Since the parents largely determine not only the school, but also the society and the church under whose influence the child must come, the responsibility is entirely their own. It is the parents' business to see to it that the child is under proper influences, not only while at home, but also when away from home. Heaven has placed this responsibility upon parents, and no power on earth can relieve them of it. Refusal to appreciate the truth of this statement may cause many to suffer, not only in this life, but also in the life to come.

Why the Chips do not Fall Far from the Block.

It will be readily seen, then, that, as the children have the parents' disposition, as well as their precept and example, which are too often antagonistic, there need be no wonder why the chips do not fall far from the block. If the chips are not of the sound, sterling oak, parents should examine closely and be sure, before criticising the chips, that they do not come from a decayed specimen of soft wood.

The Imperative Duty of Parents.

Most parents have made many grievous mistakes in the management of their children; but, even yet, it may not be too late to save the precious child.

The demand with which every parent must comply is, "Train up a child in the way he should go and when he is old he will not depart from it."

Telling, Teaching, Managing, Training.

The great trouble is that too many parents act as if they thought the injunction read, "Tell a child how he should go." This is the easiest possible thing for a parent to do; yet, telling a hundred times may only end in disappointment. Other parents seem to think they should merely "Teach the child how he should go." While this is a step in the right direction, it will not answer. It is not sufficient to explain the way; for the child may not be disposed to travel the way indicated. Again, others seem to think that it means "Manage the child so he will start in the way he should go." Even this is not sufficient, for he is almost certain to stray from the right way into the byway. It is not sufficient to tell the child, nor even to teach the child, nor even to manage the child. Nothing will be sufficient, except a compliance with the injunction to "Train up a child." Training may imply telling, teaching and managing; but it also means seeing that the child does actually go in the right way, until going right becomes a habit, a second nature. This is no small undertaking. This is hard work.

Seeming Indifference of Parents.

To all outward appearances, many parents seem to care but little for the welfare of their children.

Few parents are just what they feel they should be as examples for their children, and it is very unpleasant to them to see their own faults repeated in their children. Nearly all would have it otherwise. If the truth were known, it would be seen that almost all would gladly do the right thing, but are ignorant as to just what should be done. Not knowing what is best, the only thing they can do is to act as seems best at the time.

Most Parents Desire Light.

With but few exceptions, parents are intensely interested in the welfare of their children. Their mistakes are errors of judgment rather than of heart. They are the results of ignorance as to the best method of managing the individual child. It may not be pleasant to acknowledge this fact, but it is none the less true. Nor are parents to be blamed. Where have they been able to find anything suggestive upon these subjects? No matter how earnestly they may have desired light, it was not to be had for the seeking. It is hoped that excellent books upon this subject of the training of children may multiply, so that earnest parents may have no trouble in learning the ideas of those who have given much thought to this all-important problem.

Why Some Parents are not Interested.

While the majority of parents are really deeply interested in the proper training of their children,

some argue that the training of children will take care of itself. They urge that it is a natural function, and needs no special preparation. Would such a father dare to take charge of a locomotive? Would he not almost certainly hurry to destruction, not only himself, but all those whose lives depended upon him? Yet the engine is made of certain mechanical devices of man, and entirely subject to man's will. Should such a parent then unhesitatingly assume the management or the training of a child made by, and in the image of, Almighty God, and subject to the law which He has ordained? Surely the training of children is such a difficult matter that it amply justifies most serious thought and study.

Great Reward for Parents.

What a grand reward is sure to come to the parent who perseveres in the training of a child! Never-ending happiness is sure to be the result of such wise persistence. Is it not worth all the pains and all the trouble? The horse-trainer does not regret the many hours of hardest labor spent in striving to train a spirited animal. Should not parents be as much interested in the proper training of their children? All would be, if they could only appreciate how great a blessing every good child is to those whom the child has to thank for life and all its blessings. If parents could but faintly appreciate these things there would cer-

tainly be far less of that severity which comes from impatience and thoughtlessness, and a great deal more of careful study and prayerful meditation upon this subject.

V.

PRIMARY REQUISITES OF PROPER TRAINING.

Success Assured.

There are so many things to be done, and so many more which should be avoided, that it scarcely seems possible to say what are the most important requisites of proper training. However, a very careful consideration of the matter has led to the conviction that the following requisites are of the greatest importance. Indeed, it may be safe to assert that the parents who can comply with all these, all the time, will have but little, if any, trouble in the management of their children.

First Requisite.

Children are creatures of imitation. The first years, spent largely with the parents, are the period when their natures are susceptible, in the highest degree to all kinds of impressions. Therefore, one all-important requisite for the proper training of a child is that the parent furnish the child with a good example. By the parents' precept and example the child is being daily cast into a certain mold. The noble and the base are being stamped in the char-

acter of the child, and will go with it through life and make or mar it for time and for eternity.

While it may be said that this is the case with all examples which influence the child, yet it is especially so with the parents' example; for, indelibly fixed in the child's nature is the belief that what its parents do is right and best.

Wonder not, then, that in the child is seen reflected, as from a mirror, the parents' peculiarities, be they good or be they evil. By look, by thought, by word and by act the parents sow the seed in the susceptible heart of the child; seed which will take root, spring up, bud, blossom, and bear appropriate fruit. How terrible this truth! With what care this responsibility should lead parents to strive for the cultivation in themselves of better habits!

Happy the child whose parents' example is what it should be! His chances in life are the brightest. God pity the rest! His miracles may save them. When we consider how many do not have the right kind of example the wonder is, not that so many go wrong, but that any go right. Precepts are important, but even with adults, an ounce of example is worth a pound of precept. With children it is worth a ton.

On the part of the parents there is too much disposition to criticise, and too little thought as to the example being given daily and hourly. Children need more good models and less sharp critics. The soil and the seed are the parents', and so will be the harvest. Since the parents' precept and example so

largely determine the child's future happiness, what a grand thing it would be if the child could select its parents. Is it not true that too many parents have given their children birth and nothing else.

Second Requisite.

For the welfare of the child, as well as for the happiness of the parents, it is absolutely essential that a child learn to obey. Very early in life a child discovers that outside of himself there is a force to which he must bend. Very early he should learn that to this authority he must yield implicit obedience. As a child grows older, he discovers that, not only in the mother or father, but in the school and in society, as well, there is authority which he must respect.

The child who has been taught to obey his parents may easily be trained to do whatever the parents would have him do. A child who has failed to learn the lesson of obedience has everything to learn. The parent who can secure prompt, unquestioning obedience from a child is not likely to have any trouble in the management of that child. Since this is so, it must be acknowledged that one basic requisite for the management of a child is to secure the child's obedience. This is considered of such vital importance that fuller treatment of the subject will be given in a subsequent chapter. At that time the attempt will be made to show how obedience may easily be secured.

Third Requisite.

Many parents are heard to assert that they expect

their younger children to be controlled by correct principles. Though meaning well, such parents make a grievous mistake. It is important that every parent should clearly appreciate the truth and the importance of the statement that principles are for adults and rules for children. A parent makes a serious mistake in striving to train a child without the use of rules or other explicit directions.

Even a young child quite early learns that certain acts are permitted, while others are not. Such a child cannot understand the principles upon which the facts depend, but such a child can be trained to compliance with demands when they are clearly understood. Children who quite early learn to give in after years, when they are compelled to bend to compliance to fixed rules will have but little trouble in after years, when they are compelled to bend to proper authority.

It must not be forgotten that upon the parent rests the responsibility of fixing correct requirements. Subjection to rules of any kind will train the child in habits of obedience, but will not train him to be what he should be, unless the rules themselves are based upon right. If they are not so based, he will most likely give way to his impulses when he is freed from the necessity of complying with the rules. The one great test of the efficiency of any rule is the ease with which it may be done away with when once it has been firmly established.

Some will be disposed to say that the young child cannot be taught to understand the meaning of a

rule. Yet all careful observers know that even a young child may be taught that he will not get what he cries for. How many of us parents have failed to teach this to even our older children? Any child can certainly understand any rule before he can comprehend principles underlying the establishment of the rule.

The child three or four years old who knows that certain punishments are sure to follow the breaking of rules which the parents have made will not even consider the violation of those rules. This fact was lately shown conclusively in the writer's family. Edith, who is but three years old, told her older brothers that she would not leave the table before she was excused, because if she did she would have to sit on a chair a long time.

She had discovered that this rule applied to her older brothers. Very gradually a child will learn that the rules are founded upon what is right, and thereafter will be governed, in part, by the principle involved.

When the child reaches the age of twelve or fifteen, the age of pubescence, there will be less need of rigid rules. In fact, if the training has been such as it should have been, such a child will be governed, in great part, by correct principles. This is the time that there should be an effort made to replace rules made by the parents with those rules or principles which the child is able to understand and accept for himself. Parents should also exercise great care in

seeing that no more rules are made than are absolutely necessary.

Fourth Requisite.

The fourth requisite to be mentioned is that of kindness. Every parent worthy of the name wishes to be kind. Too few love their children wisely. Still fewer fully realize the all-conquering power of kindness. Those who have had experience with criminals will testify to the truth of the statement that the callous heart of the confirmed criminal, though it makes no answer to severity or suffering, yet becomes soft as a child's under the influence of real kindness, against which no human heart is proof. Can it be that the hardened tenant of the prison cell is influenced more easily than the innocent child, so deeply sensitive to every impression?

Fifth Requisite.

While loving kindness, if shown wisely, will generally be sufficient to influence a child, every child must, at times, feel that back of the kindness there is firmness and authority which must be considered. By firmness is not meant brutality or harshness, or even unkindness. The child should feel that the hand laid upon him is controlled by the love and tenderness of the mother, and the strength and firmness of the father.

While the very young child must meet with nothing but kindness, yet, very early, it can learn what

is meant by the restraining look or act. In the early years, until implicit obedience becomes habitual, the demand for firmness will be most frequent.

As the child grows older the necessity for its use should decrease, so that by the time the child has reached the age of ten or twelve, when the child begins to fret under absolute demands, there should be but little need of commands.

Any appearance of indecision will be a great temptation to resistance of authority; especially with the child under twelve it is best to err upon the side of firmness. Some may fear that this will make the child feel unkindly toward the parent. Such is not the case. On the contrary, every careful observer must acknowledge that children naturally respect and love those who insist upon strict compliance with the rules of right. Seldom, if ever, will you find a show of gratitude or love on the part of the child who has been coaxed to do what is right.

Sixth Requisite.

Uniform, consistent treatment is another very important requisite of proper training. How few recognize its importance! To-day, the parents' example is diametrically opposite to what it was yesterday. The act punished with severity then is passed unnoticed now. At one time overwhelmed with kindness; at another crushed by firmness which amounts to positive cruelty, if not brutality. To-day petting; to-morrow scolding. Yesterday threats; to-day bribes. Under such fitful management, or

rather mismanagement, is it to be wondered at that the child is trained to no fixed principles of action? On the contrary, it is but natural that the child's conduct comes to be determined by the mood of the parent, rather than by the conviction of what is right. Very soon the child learns to calculate chances and develop a wonderful ability to discount and take every advantage of government by spasms.

Happy the child whose parents are able to meet these six requisites!

VI.

DIFFERENT METHODS OF MANAGEMENT.

Management By Artifice.

Many mothers, and not a few fathers, endeavor to manage their children by aid of tricks, and by other means which will enable them to avoid direct conflicts with their children. In this way they hope to secure compliance with their wishes without unpleasantness.

If they have decided to go out and leave one or more of the children at home, they will sometimes send to a different room those to be left behind. Sometimes they will tell deliberate untruths as to where they are going. At other times they may pretend to be going to one place and fully intend to go to another. The parents who make use of such methods should not expect to be held in respect by their children. Not only will a child soon learn to look with positive distrust upon everything the parent says or does, but the disappointment will be so much increased that it will scarcely ever be forgotten.

Worse than all, the children will be trained in habits of deceit and falsehood; so that irreparable injury will be done. Parents who have used such

means in the management of their children will acknowledge that not only did the children soon discover the deceit, but also that in a short time they became more successful than their parents in reaching desired ends by means of artifices, if not by positive falsehoods.

Management By Reason.

Other parents regularly rely upon managing their children by giving reasons for their actions. Before these parents have gone far they discover that they have little time for anything else. The children will soon insist upon having explanations at every point. Very soon the parents discover that such a method of management is as impracticable as the method by artifice. The probability is that, becoming thoroughly disgusted with themselves and this method, they will suddenly change to some more strenuous plan.

There are times when reasons may and should be given; but, without doubt, it is a great mistake for parents to give children grounds for expecting reasons whenever the children see fit to insist upon them.

When Reasons Should Be Given.

The question which naturally arises in the mind of every thoughtful parent is "When shall I give reasons?" This is not an easy question to answer. There are times when reasons should be given.

There are other times when reasons should not be given. It is very doubtful if a reason should be given to a young child when the question of obedience is pending, if offered as an inducement to procure obedience. After the child has done as requested it is a good time to call the child and explain why something was insisted upon. If done in the proper spirit it will make matters much more satisfactory in the future.

Again, it may sometimes be found best to give reasons to an older child of strong will for the purpose of helping the child to come to a correct decision concerning something which has been left to the child to decide. However, a child should never be permitted to feel that he has a right to demand a reason of a parent.

Management By Harshness.

Most of us know that the parent who strives to manage a child by tricks, or simply by reason, will soon find these methods altogether unsatisfactory. Unkindness, scolding, harshness, threats, injudicious punishments and other ill-considered methods will soon take the place of government by artifice and reason. That the last mentioned methods are used by many, all must admit. That they are not proper, none will deny.

Management By Absolute Authority.

Those who have endeavored to manage their chil-

dren by any of the methods mentioned will need no argument to convince them that they have made a mistake. Happy the parent who, before it is too late, realizes the fact that the only parental government which is worthy of the name is that founded upon absolute, unquestioned authority. In the training of children the first duty of the parent is the establishment of authority over them. Very early each child should discover the absolute necessity of obeying the wish of the parent. Very early the habit of complying with the parent's demands should be firmly fixed.

Some Objections.

Some will object because they wish to use nothing but gentle means with their children. Their intentions are good. The great effort of all parents should be to manage their children by such measures. However, parents will soon find that it is impossible to manage children by gentle means unless they first secure absolute authority over their children. Let this be secured, and there need be no trouble thereafter. Thus alone can they ever realize their purpose to secure the desired end by gentle measures.

As before stated, others will object because they wish to govern the children by reason. Such are unmindful of the fact that judgment is dependent upon faculties that do not mature early, and is, therefore, the last to develop. A child ten years old may have strength enough to earn a living, but the law does not consider his reason sufficiently developed to

trust him to himself until he is twenty-one years old. Not only is it a duty of a parent to support a child until he can support himself, but it is equally binding upon the parent to give a child the benefit of the parent's mature judgment. To expect a young child to provide nourishment for himself is just as reasonable as to think that he should furnish reason for his own guidance and direction.

Another Objection.

Others object to governing by absolute authority, because of the belief that thus the parent may lose the child's love. Above all things parents do and should desire to forever keep the warm love of their children. The love which a child feels toward a parent will depend, in great measure, upon the sympathy shown in his joys and sorrows. This love will not only be lost, but it will most certainly be more firmly established by the exercise of a kind, just, absolute authority. What person can remember an instance of a child's caring more for a parent who permited him to do as he pleased than he did for the parent who, in all kindness, but with much firmness, required him to comply implicitly with his directions?

How Parents Teach Children to Despise Them.

The parent who fails to govern his child is apt not only to lose the child's love, but also to earn the child's contempt. Sad it is, yet true, that in a very

short time children will understand the weakness of a parent, and utterly despise the one who cannot manage even a child. As such children grow older they will grow unmanageable, and will hold in supreme scorn a loving parent who has sacrificed parental authority in the hope of winning the child's love.

In later years, when, perhaps, the mother has gone from them, children will begin to feel gratitude for her self-sacrificing love, and contempt will turn to pity. Then they may say, "Poor mother; she tried to manage us, but she was too kind." Let it not be forgotten that the parent who fails to govern a child loses the child's respect, wins its contempt when young, and its pity when older. Since this is so, surely no parent should hesitate to strive to bring his child under absolute authority by gentle means, if possible, but by some means without fail.

VII.

WHEN TO BEGIN.

Begin at the Beginning.

One great cause of trouble is that parents do not fully realize the importance of beginning early enough. They say they do not wish to interfere with the child's freedom. They say they wish him to be perfectly natural. They are probably unmindful of the fact that the child naturally passes through the several stages of civilization through which the race has passed. Left to himself he would probably take several ages for his passage through the savage, half-civilized, civilized and enlightened stages. Because of the influence of parents and others, he is expected to pass quite rapidly through the first stages. Parents should appreciate the importance of beginning early, in order that they may help the child to almost entirely skip the first two stages.

Too often the child is permitted to do just as he pleases for months, or even years. Though childhood is the time for freedom, it is not the license. Let us remember that it is, of all times, the one time when training can be made most effective. This being the case, parents should appreciate the importance of beginning at the beginning.

Quite Easy at the Beginning.

Many parents who read this will probably express doubt as to the truth of the statement that, if taken in time, most of the worst children could have been managed quite easily. It seems hardly possible to them that a child possessing an unusually great supply of nervous energy, sometimes of a very troublesome disposition, at other times very stubborn, and once in a while showing signs of absolute insubordination, could ever have been reached by any but the harshest methods of management. However, there is but little, if any, doubt that the most gentle measures would have proven perfectly satisfactory had they been tried in time and followed with firmness and perseverance.

If proper care is taken the first year, there will be no cause to worry about the rest. If this time is lost it will be regained only with difficulty. After these years the parent will need to be the lighthouse to warn away from hidden dangers.

If One is Not at the Beginning.

What shall be done by the large majority who are not at the beginning? This is the problem which confronts many. For those not at the beginning the problem is by no means easy of solution. If a child has been trained in improper habits, and has passed, in part at least, beyond the parents' control, the difficulty is still greater. However, the principles are the same, though the application may, of necessity, be

somewhat different. Under such circumstances the means to be employed will have to be far more strenuous than if started earlier.

No Reason for Despair.

Too many parents become discouraged, and are easily convinced that it is not possible for them to manage their children. Though children seem past reclaiming, there is generally no good reason for despair. Ninety-five out of every hundred can be reached, if parents will but take the interest it is their duty to take in reclaiming an erring child.

But for improper training there would be little cause for regret. If the parent will govern himself in the light of suggestions given in such books as this all may yet be well. Let the child be studied carefully, persistently and prayerfully. Let the example of the parents be what it should be. Let kindness be accompanied by much firmness. Let a certain course of action be followed invariably. Success will most certainly result. Ever let the parent remember that nine times out of ten the child is not nearly so bad as he appears to be.

Practical Suggestions.

If a child has formed habits of disobedience and insubordination, don't expect him to change suddenly for the better. With such a one you must often expect to work patiently, without seeing much improvement for some time. Especially will this be

the case with those of the bilious temperament. With all, but especially with such, as before stated, habits cannot be broken except in the way they have been formed, that is, by frequent repetition. Do not start by saying what you are going to do.

After careful consideration determine your course of action. Find no fault with what has been done in the past. Gradually, cautiously and persistently strive toward the desired end. It may take a great deal of skill, but the result will be most satisfactory.

VIII.

HABITS.

Habits All-Important.

Parents must ever keep in mind the fact that training means the formation of habits. Other animals learn by instinct; man only by practice. He is therefore said to be but a bundle of habits. A person's character is determined by the character of the habits of which the bundle is composed. It is represented by the sum of our good habits and our bad. If we were not creatures of habit we could make but little, if any, progress, as all our time and attention would have to be given to the simplest functions of body and mind.

Good habits are the result of the repetition of right actions; bad habits the result of wrong actions. A child who gets into the habit of doing what is right because it is right will not only be a good child, but will almost certainly develop into a noble man or woman. The opposite is also true.

Habits not only determine the mental and physical action, but also the moral action as well. More than this, to a large extent, they, when evil, warp the conscience, that divine guide which is the highest authority given to man.

Dr. Maudsley's Opinion.

Very few fully appreciate the importance of correct habits. No one who does not appreciate the power of habit is fitted to train a child. It is not merely second nature; it is far stronger than nature itself. Dr. Maudsley, in his psychology of mind, emphasizes the effect and importance of habit as follows:

"If an act became no easier after being done several times, if the careful direction of consciousness were necessary to its accomplishment on each occasion, it is evident that the whole activity of a lifetime might be confined to one or two deeds—that no progress could take place in development.

"A man might be occupied all day in dressing and undressing himself; the attitude of his body would absorb all his attention and energy; the washing of his hands or the fastening of a button would be as difficult to him on each occasion as to the child on its first trial; and he would furthermore be completely exhausted by his exertions.

"Think of the pains necessary to teach a child to stand, of the many efforts which it must make, and of the ease with which it at last stands, unconscious of any effort."

The Importance of Habit in Society.

Though we may begin to appreciate the importance of habit in the life of the individual; few have any conception of the influence which the habits of

individuals have upon the prosperity and even the very life of government. Seldom, if ever, has this been better stated than by James, in his latest psychology. Speaking upon this point, he says: "Habit is thus the enormous fly-wheel of society, its most precious conservative agent. It alone is what keeps us all within the bounds of ordinance, and saves the children of fortune from the envious uprisings of the poor. It alone prevents the hardest and most repulsive walks of life from being deserted by those brought up to tread therein. It keeps the fisherman and the deckhand at sea through the winter; it holds the miner in his darkness, and nails the countryman to his log cabin and his lonely farm through all the months of snow; it protects us from invasion by the natives of the desert and the frozen zone. It dooms us all to fight out the battle of life upon the lines of our nature or our early choice, and to make the best of a pursuit that disagrees, because there is no other for which we are fitted, and it is too late to begin again."

Earthly Purgatory.

The same writer has said, "The hell to be endured hereafter, of which theology tells, is no worse than the hell we make for ourselves in this world by habitually fashioning our characters in the wrong way. Could the young but realize how soon they would become mere walking bundles of habits they would give more heed to their conduct while in the plastic state. We are spinning our own fates, good or evil, and never to be undone. Every smallest

stroke of virtue or vice leaves its never so little scar. The drunken Rip Van Winkle, in Jefferson's play, excuses himself for every fresh dereliction by saying, 'I won't count this time.' Well, he may not count it, and a kind Heaven may not count it, but it is to be counted none the less. Down among the nerve cells and fibres the molecules are counting it, registering and storing it up to be used against him when the next temptation comes. Nothing we ever do is, in strict scientific literalness, wiped out. Of course this has its good side as well as its bad one. As we become permanent drunkards by so many separate drinks, so we become saints in the moral, and authorities and experts in the practical and scientific spheres by so many separate acts and hours of work."

The Matter of Greatest Importance.

The matter of greatest importance, then, is that children be so trained that their habits will be a help to them in the future, rather than a hindrance. The great thing is to make the nervous system an ally of the child, rather than an enemy. So train a child that he firmly fixes a bundle of good habits, and you will immeasurably benefit him. Such a bundle of habits will prove a most excellent moral, physical and mental capital, upon the interest of which the individual may live all the years of his life.

The Effect of Lack of Habits.

There is no more miserable person than the one who is always hesitating as to what he should do.

Hesitating as to what time he should go out; what time he should breakfast; whether he should smoke or not; what time he should go to work, and, in fact, hesitating at every period in the day. Two-thirds of such an individual's time and energy are wasted in deciding upon or regretting actions which should have long since become purely mechanical through established habits.

Time to Form Habit.

Most habits are formed in youth. Then it is that the chain of habits coils itself around young hearts like a serpent around its victim. Even before we know it they are forming the foundations of character. The thought determines the act; the act the habit; the habit the character; the character the destiny.

It is the duty of parents to strive to make the habits the friends of their children, rather than their enemies. For all this is best done in early youth, just as the most skilful violinists, the most agile and graceful dancers, are those whose training began almost in infancy. Every act wears in their natures a little track, which deepens with repetition like a groove, in which it runs easily. When these grooves are once formed it is very hard to get our actions out of them and make them take a new track.

How Habits May be Changed.

What shall be said concerning the bad habits which have already become fixed in children? If

habits have been growing stronger and stronger for years it is folly to expect that they can be completely changed in a short time. This is no easy undertaking. Habits can be broken only in the same way that they have been acquired, and that is by practice. Those who have strong will-power we may help to succeed in escaping from the bondage of habits quickly. With others we must be prepared to labor hard and long.

By strong resolution; by careful watching, lest the old habit assert itself; by determined fighting against the tendency to do that which is wrong; by avoiding thoughts, persons and places which are the cause of the temptation; by keeping busy all the time; and, when possible, performing acts the opposite of the habit to be broken; by never becoming discouraged—thus, and only thus, can any habit, when once firmly established, be replaced by a better one. Children can change their habits far easier than can their parents. This should not be forgotten. It is far easier for them to improve their ideas, practices and methods. Their minds are impressionable, and comparatively little help will enable them to do far better, if they wish to improve.

Principles and Habits.

Let us not forget, then, that while good principles are important, good habits are infinitely more so. Hell is proverbially paved with resolutions which, if carried into actions and habits, would have resulted in leaving his Satanic majesty far more lonely than he is reputed to be.

IX.

USE OF INCENTIVES IN CHILD-TRAINING.

Pleasure and Pain.

Very early in life the child learns that certain actions are followed by pleasant sensations, while others are not. Almost intuitively he strives to secure the one and to avoid the other. Soon the desire for the pleasant sensations becomes so strong that it acts as an incentive to action.

As the child grows older the incentives which appeal to him increase in number, grow in power and rise in character. Consciously or unconsciously they influence the will, determine action, fix habits, mold the character, and make certain the destiny of all, both for time and for eternity. Since they do so vitally affect the present and future of all, much attention should be given by parents to the consideration of their influence upon children.

A Pound of Leading Worth a Ton of Driving.

It is a hundred times as easy to lead as to drive. Too few parents appreciate the importance of this truth. A still smaller number understand the proper use of right incentives. In the past too much time

and energy have been wasted in unsuccessful attempts to drive children into right ways, and too little thought given to plans for leading them, by pleasant experiences and anticipations, to prefer the correct paths.

All who have studied children closely will agree that, if started right, most of them can be led easily all the time; that all can be led most of the time, and that few, if any, need be driven much of the time. Why, then, should a child be constantly driven, if he can more easily be led most of the time? How important, then, that we learn to lead when it is possible to do so, and drive only when we must. It is the duty of a parent to be always a general. Then it will be seldom necessary for him to be a boss.

Moral Value of Incentives.

The true value of any incentive is determined by the character of the end desired. At first it will be necessary to choose the simpler and lower incentives. Many make the mistake of appealing to the higher before the child has reached such an age or stage of moral development as justifies the use of such. Failing to respond to the higher, the child is often improperly classed with those who cannot be reached by any incentive. It is also a great mistake to continue the use of lower incentives after the higher begin to appeal to the child's judgment.

The Selection of Proper Incentives.

It requires no little skill to select the proper in-

centives and to gradually supplant all the lower by higher. Nevertheless it is very important that this be done. If it is not done the child will fail to act, except when under the stimulus of the lower motives. The continued use of the lower motives not only weakens the will, but makes the child a slave to external influences, forms bad habits and places desirable ends upon a false basis. The constant effort should be to use the highest incentives which will appeal to the individual child at the particular time.

Seven Valuable Incentives.

Since the selection of proper incentives is so important and, at the same time, so difficult a matter, it is well for us to consider very earnestly what incentives can be found which will enable us to manage and train our children. By so doing we may be saved the necessity of using much harsher means. The following seven incentives are such as can be used by every parent.

The Desire for Comfort.

Beginning with the lowest in the scale, the desire for comfort is one of the very earliest of incentives. As before stated, while yet a babe in the mother's arms, the child discovers that some acts are followed by personal comfort and others by unpleasant sensations. The one great desire is to secure the pleasant and avoid the unpleasant. This natural desire

largely determines the conduct of individuals all through life.

If the child's treatment is uniform, these associations, being made frequently, leave their impress, and the child becomes aware of a law of conduct outside of itself. This is the will of the parent or other person in authority. Very soon the child learns that it pays to avoid all acts which result in pain or discomfort. So well is this lesson learned that few bad habits would be formed if unpleasant results uniformly followed improper acts.

Fear of Punishment.

The fear of some kind of punishment is a powerful incentive to right conduct. Though one of the very lowest, yet it is an incentive of which most parents must make use frequently, at first.

While it should not be used when it is possible to reach the desired end by any higher, the fact remains that with far too large a proportion of children and adults it is the fear of the consequences that generally prevents the improper action.

Rewards and Prizes.

The natural desire for some objective recognition of right conduct always acts as a powerful incentive with most children. Considered simply as such, regardless of their intrinsic value, they may easily be replaced by incentives of a higher kind. The great danger of prizes is found in the fact that, unless great care is taken, the child will be led to

act merely for the love of the prize. In this, as in everything else, the child is a creature of the present, and is powerfully influenced by the expectation of some little reward soon, rather than by the hope of some great reward in the distant future.

Approbation of Parents and Others.

Quite early the young child learns, unconsciously, from the tone of the mother's voice, and from her smile or frown, that certain acts are approved, while others are not. This incentive to proper conduct increases with the age of the child. So powerful does it become, if carefully used, that scarcely any other incentive or punishment will be needed. Would that parents could grasp the truth of this statement! How dearly do the little ones prize the parents' approval! They are not only made happy by the praise received, but also because of the added pleasure which comes from the consciousness of having given their parents pleasure.

The commendation of a stranger is very pleasant to a child; that of a friend or companion still sweeter; but the smile of approval, the sympathetic "well done," "you are a dear boy," "that is a good girl," or similar expressions of a loved parent, are the sweetest fruits of a child's earnest efforts. Parents, is it not true that few of us have made use of this incentive as often as we should? It is not yet too late to prove the power of this method.

From this desire for the approval of the parent

there will gradually arise a desire for the approbation of one's own conscience; then of all whose opinion is valued, and finally for that of the Supreme Being.

Confidence of Parents.

If the child can be made to feel that the frequent approval of the loving parent has resulted in securing the confidence of the parent, he will prize nothing better than the retention of that confidence. No pain will sink deeper into his soul than the temporary loss of this parental confidence.

Force of Habit.

Influenced by other incentives and various considerations the child will gradually form habits of action. These habits of action will tend to repeat themselves. For this reason they will result in a strong though unconscious incentive to right conduct.

Sense of Duty.

Slowly there develops the idea that certain things should be done because they are right, and others avoided for the reason that they are wrong. While this idea is very weak at first, yet generally by the time the child enters school it has become apparent. Though at this time the child's principal law of conduct must still be the will of the parent, or other one in authority, it should not be forgotten

that embryonic conscience is striving feebly to see the light of duty.

The pleading of an enlightened conscience is the highest incentive to which anyone can respond. This requires not merely that the child see what is right, but also demands a determination to do right because it is right. This means the culture of the will, that most important of all objects of culture.

X.

PUNISHMENT OF CHILDREN.

Should Children be Punished?

There must be some punishment for wrongdoing. But for this there could be no government either in the State, or in the family, upon which the existence of the State depends.

There are many who say that a child should never be punished. Most of these mean that the child should not be whipped. They have in mind the brutal treatment of children. Some may really mean that they think a child should never be punished in any way. This class is generally composed of those who have had little or no experience in the management of their own children or of the children of others.

In the Divine economy it has seemed necessary to provide punishment for wrongdoing. Does it not appear senseless for mortals to attempt to improve upon His methods? While some punishment seems absolutely necessary, too great care cannot be taken by parents in order that their mode of punishment may be such as will reach the desired end, without any of the evil consequences which are sure to follow injudicious or ill-considered punishment.

Legitimate Objects of Punishment.

The one great object which justifies a parent's punishing a child is the honest desire to reform the child and to lead him to do what is right. In every case of doubt the parent should ask himself the question, "Is this the best way to influence my child to do better?"

Another legitimate object of punishment is found in the fact that, if properly administered, it condemns the wrong and upholds what is right.

If there are several children in the family another very important object of punishment is its effect in deterring all from doing wrong. Punishment may be inflicted upon one child in such a way as to make it unnecessary to punish other children for similar offenses. Happy the child who lives in a family where the parent makes such use of it!

Characteristics of Proper Punishment.

Every child should understand clearly the cause of the punishment. Too often children are punished in anger before an explanation is given. Under such circumstances punishments cannot possibly do good, but will certainly do harm.

Punishments must be just. A guilty child may seem to resent a punishment; but, in his heart, he does not when it is properly administered. Punish an innocent child, and, in spite of love and respect for his parents, he can scarcely ever forget it.

Punishment should be certain. Much more de-

pends upon certainty than upon severity. To overlook an offense at one time and punish it severely at another time is an excellent way to encourage children in wrongdoing.

Punishment should be mild. It should never be more severe than is necessary to reach the desired end. It is a kind of allopathic moral medicine, the virtue of which depends upon its being used in homeopathic doses.

Punishment should be deliberate. If time is taken for reflection, it will frequently be seen that the parent, and not the child, is deserving of the punishment.

When possible, punishment should be natural. For example: If a boy uses his knife to cut the furniture, he should be deprived of the knife. Punishments which are natural follow as the results of actions and are always powerful as correctives. This is the fundamental characteristic of Divine punishment.

Punishments should not destroy self-respect. Such as do are fiendish. The great object of moral training is to develop self-control and self-respect, not destroy them.

Punishments should be inflicted in kindness. By word and manner the parents should show that it is an unpleasant task. Nothing will cause the lesson to sink more deeply and be remembered longer.

The Severity of Punishment.

As before indicated, parents should use the small-

est amount necessary to reach the desired end, and should take great care not to magnify offenses. Unnecessarily hard punishments tend to make hard hearts.

The severity of the punishment should depend upon the motive. If there is no intention to commit a wrong, there can be little, if any, guilt. Very many cases of seeming disobedience are simply the result of thoughtlessness, which is and will continue to be most natural until there is found some approved plan of placing an old head upon young shoulders. May the plan never be found!

The severity of punishment should depend upon the frequency of the offense. It is, indeed, very seldom that the child should be punished for its first offense upon any line, unless its attention has been called to it in other ways.

It is also very important that parents remember that the severity of the punishment should be determined by the age, the sex, the temperament, and the physical condition of the child. What would be very little punishment for one child would be very severe for another. The young child will be more easily reached than the older; the child of nervous temperament by much less than one who is of the phlegmatic or bilious temperament.

Improper Punishments.

There are some methods of punishment frequently used, yet for which no parent worthy of

the name would say a word in defense. They are never right under any condition. Among those of more frequent use may be mentioned the following: Blows upon the head, boxing or pulling the ears, violent shaking, calling of names, sarcasm, scolding, nagging, threats, solitary confinement.

Proper Punishment.

Displeasure of parents is one valuable punishment. Other things being equal, the greater the love between the child and parent, the greater the effect of the expressed displeasure. Like the parents, the child cares little for the criticism of enemies, and much for unkind words from those whom he loves. Properly used, the heart of almost every child will respond to love and inwardly resolve to do better.

One of the most effectual kinds of punishment, with most children, is that of depriving them of some privilege. If, in place of some expected pleasure, the child is required to sit down and think over the cause of the loss, he will come to the conclusion that it does not pay to lose a great pleasure for a small one.

The keeping of some record of a child's shortcomings may also be made use of with good effect, with most children. This record may be merely a number of marks made when the child fails to do as he should. When it is found that a number will mean certain punishment, and that by especially praiseworthy conduct some marks can be removed,

it is remarkable how great an influence this device will have upon the conduct of even the younger children.

When Corporal Punishment Should be Used.

By this is meant the infliction of bodily pain for the purpose of reform. By some this is classed as a proper form of punishment; by others, as improper. All must agree that it should not be used until after incentives and all other methods of punishment have failed to give the desired results. Those who have had children of their own to train scarcely know what else to do after all other methods have failed. Some children may be trained properly without the use of it, if the parents are wise enough. However, some use of it will be necessary for most children of the majority of parents. Its improper use will cause many heartburns; but its proper use may save the parents from deeper anguish when it is too late to save the precious child.

Six months ago the writer told his dear boys that he thought it would be a valuable experience for each of them to learn what it was to get a sound thrashing. They were told that they were to receive one in proportion to the number of "bad marks" each received in accordance with the plan mentioned above. The effort was made to be fair; but the "good marks" so outnumbered the "bad marks" that at the present writing they are farther away

from a whipping than they were six months ago. Is the plan not worthy of a trial?

Characteristics of Corporal Punishment.

That which has been said concerning the character of punishments in general applies also to corporal punishment, so that each characteristic should be carefully considered with reference to this important matter.

Punishment should always be upon the fleshy parts of the body, with a switch, strap, piece of small rubber hose, or similar instrument, which cannot inflict such injury as the parent may regret for years to come.

Parents should take great care lest they inflict corporal punishment in such a way as to make it appear that they are vindictive or "trying to get even."

The blows should not be more frequent than once or twice each minute. If this is done, and the strokes interspersed by such expressions and admonitions as will prove that the parent desires only the good of the child, the punishment will be very effective. The loving kindness may have failed; the harsh application of the rod may not give the desired results; but the combination of the two will surely never be forgotten, and is almost certain to attain the end in view.

XI.

OBEDIENCE.

Success Dependent Upon Obedience.

As the child grows older he will discover that his success and happiness, both at home and in school, depend upon prompt obedience. As he grows to manhood he will learn that he cannot live peacefully unless he is willing to yield obedience, not only to the authority in the family, but to that in the school and the community as well. One of the greatest of all parental responsibilities, then, is that of fixing in every child the habit of unquestioning obedience to proper authority.

Obedience May Save a Child's Life.

The time may come in the life of every child when not only the happiness, but even the life of the child may depend upon implicit obedience. Nearly everyone can recall instances when such has been the case. Few there are who do not know of many cases where a child would have been saved much pain had he learned to obey.

Years can never efface from memory the writer's experience with a precious child, who was snatched from the jaws of death after the body had begun

to grow cold in death. The physicians all agreed that but for the implicit obedience to commands, which almost broke the father's heart to give, no power on earth could have saved the life of that dear boy, who now is such a comfort to his parents.

Obedience Through Fear.

If it be granted that obedience must be secured, the question will arise as to whether or not it should be obtained through fear. This is the lowest form of obedience. It is the least desirable. In some cases, however, as with young children, this may be the only kind which a parent is able to secure. It is the only kind of obedience which appeals to many people at any time.

The fear of punishment is the only deterrent which prevents many from breaking the laws of God and of man. However, no parent should be satisfied to stop with that obedience which is the result of fear of the consequences of disobedience. If it is not replaced by a higher form of obedience, there is likely to remain in the child's heart a latent feeling of hostility, which may some time break forth and burn and blast the brightest hopes of the fond parent.

The Easiest Method of Obtaining Obedience.

Perhaps the easiest way to train young children to habits of obedience is by the use of some certain punishment.

It is only necessary that the child should understand that improper acts will certainly be followed by some unpleasantness or disadvantage.

Much can also be accomplished by a proper use of rewards. This is a more difficult plan than the last mentioned. It requires more skill, better knowledge and greater delicacy of perception and discrimination.

Even better results will be secured by the careful use of such higher incentives as will appeal to the child.

Obedience Must Not be Bought.

Great care must be taken lest obedience appear to be bought. This is the great danger in the use of any system of rewards. Where a child is rewarded systematically he is not only apt to expect it, but is apt to demand the promise of the reward before he is ready to give willing compliance with directions. From this there is likely to result a system of bribing, which is one of the surest ways to ruin the best of children.

Obedience to Circumstances.

Even though it may be necessary to start with obedience through fear or other low incentives, the effort should be made to pass from these to obedience to circumstances. The child should soon learn that it is not merely arbitrary authority to which he is compelled to give compliance. As soon as he

is able to comprehend it, he should be shown that, not only from him, but from every person, circumstances demand obedience. When a child understands that even the parents must be obedient to circumstances over which they have no control, every vestige of antagonism will generally disappear. The less arbitrary a parent is with all, save the youngest children, the greater real power the parent will have over them.

Obedience Through Love.

One of the very highest forms of obedience is that which is inspired by love of the parent. However, before a child can be reached by such a high incentive he must have reached quite a high moral plane. A very young child cannot reasonably be expected to have reached such a plane.

That parent is most successful who gets the child to so love and trust him that pleasing him is sufficient inducement to lead the child to give cheerful and ready obedience, not only to commands, but also to the implied wish of the parent. Happy indeed the parent who has been thus successful.

Sometimes a parent may have some unpleasant command to give concerning which he feels there should be some explanation. At such times the loving parent will probably say, "Do this now; I will tell you why later." Sometimes, with an older child, it may be well to explain the main reason for requiring certain things. The child will soon learn

that it is the parents' love which prompts such consideration.

Obedience Through Sense of Duty.

Obedience through a sense of duty is the highest form of obedience. Not until a child has reached a very high moral plane is it reasonable to expect that he will be at all influenced by his sense of what is right. Too many parents fail to realize the truth of this statement. They therefore expect too much of their children. While they should aim to so train their children that they will be largely influenced by a sense of love and duty, they should not fail to remember that this is asking a great deal of anyone, and especially of a child.

Comparatively few adults ever reach, and still fewer permanently maintain, such an exalted position. However, it is toward such a plane that we should direct our children. It is an ideal difficult to attain, but not unattainable. Better than this, if we can occupy the citadel we may beckon to them and urge them to come up and occupy it with us. Surely the parent whose children are ready to give prompt, cheerful obedience because of love for parents or regard for what is right must be considered most fortunate.

When Obedience Should be Demanded.

No parent has a moral right to require obedience to any command which is not justified. Where

there is no good reason for requiring it the child should be permitted to have his own way. In this way obedience would be made more attractive. The great trouble is that parents are apt to speak without consideration, and to give ten times as many commands as are really necessary.

The greatest care should be taken not to tell a child to do what is evidently wrong. Than this nothing will more quickly cause a child to lose its respect for the parent.

Whom a Child Should Obey.

Much has been said by others of the necessity of training a child to obey all who are older than himself. Is this right? Is it best? Will it not produce a slavish feeling which will greatly injure the child's character?

Let it be agreed that every child should give respectful consideration to his elders, because of their age and experience. Let all acknowledge that no child should fail to show most respectful reverence toward his grandparents, and his other relations. That being granted, it would seem best that the child should not feel the absolute necessity of giving implicit obedience to any save his parents, or to those acting in their stead.

One Method of Winning Obedience.

While, with young children, the fear of punishment and the desire for reward must be used to

secure obedience, they should be replaced by higher incentives as soon as it is possible to do so.

By the time the child has reached the age of six or seven it may be explained that obedience is more necessary in children than in lower animals. They may be told that lower animals arrive at maturity in a short time, and, because of instinct, they are able to take care of themselves quite early in life. It is not so with children. To them God has given but little instinct. In place of instinct He has given them a wonderful power of improvement. In a few days the young bird is able to leave the nest, and no longer requires the care of the parent bird. Not so with the child. Years of patience, kindness and care are spent in supplying the wants of children. Many nights of terrible anguish are spent by parents in watching over a child before it is safe to trust it to go out to fight life's battles. By such explanation, and by such other means, the child may be taught that the experience and wisdom of the parent is certain to be more reliable than that of the child.

Other Methods of Securing Obedience.

Many other methods of securing obedience will suggest themselves to the thoughtful parent. As has been said, it is of the greatest importance that the habit of giving prompt obedience should be firmly established in the early years.

Great care should be taken in selecting other methods. The method decided upon should always

be the highest which will appeal to the child. However, parents should guard against selecting those which are beyond the child. Results will be most satisfactory if the parents' acts are such as to impress the child with the fact that the parent is the personification of unchanging justice, tempered with mercy.

A Certain Method of Securing Obedience.

Nearly all that has been said upon obedience might have been left unsaid if it had been certain that parents could all follow one little rule, which it is believed would result in training most young children into habits of obedience.

The great objection to this rule, as to many others, is that it demands perseverance and invariableness, such as but few are able to command. The rule is this: When justifiable, always reward proper action, and never fail to punish, in some slight degree, every act of disobedience. Could anything be more simple? Oh, if parents could only understand how little punishment will keep nearly any child in the right path, if only the punishment is certain!

The child who feels certain that every act of disobedience will be followed by some little privation, or considerable inconvenience, will hesitate about refusing to obey. If only the child could feel sure that no matter in how good a humor the parent may be the result will be the same, the influence would be entirely different. The certain punishment would

seem greater than the pleasure secured by the act of insubordination.

How to Make it Easy to Obey.

It is really wonderful to observe how much easier it is for children of some parents to obey than it is for those of others. If carefully analyzed the difference will be apparent to all.

One parent will come upon the child, and in harsh tones, order the little one to stop in the midst of a game and go right to bed. Is it any wonder that such a lack of sympathy and kindness raises all the opposition there is in any child's nature?

Another parent will give a little time by saying "It is almost time to stop now; however, you may finish your game if you wish."

The first parent will not only greatly increase the disappointment which the child naturally feels, but will also give a sudden shock to the child's nervous system. Even the slight delay granted by the second parent will greatly soften the pain, and make the act of compliance with his wish much easier than it would otherwise be. It may seem that this is a weakening of the parents' authority. Such is not the case. The submission to the authority is as complete ten minutes later as at the time of speaking. However, great care should be taken to see that when the time comes the obedience is prompt and absolute.

XII.

THE MANAGEMENT OF THE BAD BOY.

A Hard Question.

What shall be done with the bad boy? How shall he be managed? Is it possible to save him? These are questions which are old but ever new. They constantly demand answers from many loving parents. Let us be honest about the matter. Is he really bad? It is very much to be doubted. Years of experience with many thousands of boys and girls convince the writer that ninety-five out of every hundred who are said to be bad should not be condemned by the use of any such word.

Some Reason for Calling a Boy Bad.

Very often a boy is condemned because he is blessed with too much life and energy. They boil over and produce "The noisiest boy you ever saw." Too many parents do not understand the truth of the statement that "Boys must be boys, with their racket and noise."

Many times a boy is criticised because he is mischievous. This is no crime. Why should he be condemned for this? How many can point to a

successful man who, as a boy, was not often in mischief?

Some are condemned because they are not respectful, or because they, at times, are impudent. This is a great fault; it should be corrected. It is frequently the result of improper training, for which the parents are responsible. It is important that the parents find some way to train boys away from the habits already formed. It is also hoped that they will be fair and not blame it all on the boys.

Others are said to be bad because they do not tell the truth. Others because they sometimes take what does not belong to them. Others because they tease. Others because they are forgetful. Others because they sometimes get into a fight. For these and other reasons we are only too ready to condemn boys and decide that they are bad.

Expecting Too Much of Boys.

Is it not just possible that we are expecting too much of boys? They are not saints. None of them show any indications of budding wings. They are perhaps not even so nearly good as are their parents. Maybe they are not much worse than some of their parents were at the same age. Forgetful of our own shortcomings of the present and past, we are too apt to look for the development of a higher sense than we have any right to expect. As I have said before, these boys must pass through all the stages through which the race has passed.

First, the savage, then the half-civilized, and after that the civilized and enlightened stages. All pass more rapidly through these stages than did the race; yet you have no right to expect any great amount of goodness from any child. The germs are there, but it takes time for their development.

No Boys are Depraved.

Though they may seem to be, few, if any, boys are naturally depraved. Careful examination will convince all that what seems to be natural has, in reality, been acquired through imitation. There would probably be no hoodlums among the boys if there were none to be found among the men. Even the very bad boy is vicious only upon the surface. His toughness is only skin deep. The utter disregard for the rights of others, the insolence, the profanity, are mere imitations of the actions, the manners, the language and the vices of some swaggering bully who, for the time being, is the boy's ideal. Be assured that the boy is not saturated with the poison, as is the case with men. The boy is simply inoculated. With him, as with the growing body, it is easily possible to throw off the poison, if only proper steps are taken to secure this much-desired end.

How to Save the Vicious.

Let it be acknowledged, then, that while most of those said to be depraved are not really so, yet

some do show most vicious tendencies. What shall be done with them? Though a very hard question to answer, it may be a solution can be found. It is, indeed, a difficult problem. Especially difficult, because what will apply in one case may not be of special value in another.

Important Steps.

Each boy must be studied carefully, and the general principles applied in the light of the information gained by most careful study of the particular boy's peculiarities. See to it that you understand his nature, character and temperament. Locate his particular weaknesses. Strive to find their causes, and, if possible, remove them.

Change of Environment.

A change of environment, of companions, and of methods of management, will often cause such a change in a boy's nature as to astonish those most interested in him. In many cases it will result in reclaiming those who have already been given up as hopeless cases.

Ideals.

If his ideals are low, strive to raise them. Some ideals he will have. See to it that they are the best possible. This may be done by talks and by placing the right kind of books in his hands.

How One of Many Was Saved.

Study closely his likes and dislikes; also his companions, and his reading, than which nothing is more important. See to it that he is in good company at all times, but especially after dark. To-day I met a young clerk in a lawyer's office. Less than one year ago his mother plead with me for the third time to help her have him sent to a reform school. I refused, and said: "You can save C. if you will keep him off the streets at night." She did so, and the boy was saved. The parent who permits a boy or girl to run the streets after dark should be dealt with by the law.

No Boy Utterly Bad.

From what has been said it is hoped the reader will agree that no boy is altogether bad. No matter how sure one may be that such is the case, it is probably a mistake. Somewhere in each boy's nature there is a hidden germ of manhood. Find it. Having found it, stimulate it into healthy growth, and you will have saved your boy from a life of shame and your soul from endless anguish.

The sympathetic soul that can discover and develop what is best in one of these boys has a high mission in life. It may take much patience, love, knowledge and wisdom, but he can be saved.

Never Give Up.

Less than five minutes before this paragraph was

written a fine young man and his wife left the house of the writer. Six years ago I was helped from my sick bed to an office, where, to save this same young man from the penitentiary, I gave a check for three hundred dollars. Pages would be required to detail his many terrible errors during the next year. Few believed he would ever do as he should. Yet for the past five years he has been one of whom his widowed mother and young wife may well be proud. No one can know what satisfaction such cases are to those who have worked persistently and prayerfully to save such as seemed beyond human power to save.

XIII.

TRAINING THROUGH ENCOURAGEMENT.

An Erroneous View.

The majority of parents are disposed to take it for granted that it is natural for children to do what they should. Therefore, if they do right, they are not commended. It is taken as a matter of course. If they do wrong, someone is ever ready to criticise unkindly, if not most harshly. Too often the criticism is also quite unjust. This is all wrong. Too much effort and time are spent in trying to correct the wrong by harsh means. Too little effort is made for the purpose of leading into right paths by kindly encouragement.

Young children have no knowledge of what is right and what is wrong. All they are to know upon this subject must be learned by instruction, or from the example of others with whom they come in contact. Since this is so, we should not be so ready to accuse children of doing wrong purposely, or of deliberately giving pain.

The Right Way to Correct.

Consider the case of a boy who has broken a

valuable vase, perhaps carelessly, and is therefore liable to punishment. The parent calls the child to answer: "Ralph, did you break this vase?" He answers promptly, "Yes, papa, I did." Many a man has faced death at the cannon's mouth with less moral courage than this boy displays. Is it any wonder that, in this particular case, the loving parent commended by saying, "My dear boy, you are brave. You are noble. The value of the vase is as nothing compared to the prize I put upon your truthfulness. Many a boy would have told an untruth, knowing that no one saw the culprit. Now I know I can trust you to tell the truth at any time and under all circumstances." Will anyone doubt that the boy's bosom swelled with pride? He never forgot the lesson. Seven years have passed, yet, to this day, he has never given the parent reason to believe that he is anything but perfectly honest and truthful.

The Opposite Way.

In the latter case mentioned suppose that, after the boy had acknowledged breaking the vase, the parent had punished him severely. How unjust would have been such treatment! There was evidently no intention to break it. There probably was not even more carelessness than could justly be expected of a lively boy of five years old. Would not such treatment tend to make any child untruthful in every case where he thought he would be

likely to escape? Surely, no one will doubt that the influence of the first-mentioned method upon the developing character would be infinitely better than if the second plan had been used.

The Universal Tendency.

The great trouble is that the almost universal tendency is to pass, without notice, the many times the child tells the truth and does right, and to deal most harshly with him the time he yields to the natural temptation. The child may treat a younger brother or sister with kindness twenty times and receive no word of commendation. He is sure to receive a scolding, if not worse, if the twenty-first time he forget himself and acts naturally, by reason of the imposition of the younger child. Is not this all wrong?

A Word of Warning.

Let all be watchful and praise what is right, rather than continually find fault with what is wrong. This is of vast importance in training to proper conduct. However, parents should guard against indiscriminate commendation. When used without good reason, the tendency is to make the child vain and to do more harm than good. Praise what is really praiseworthy. Do not praise that which requires no effort of the will or moral rectitude. Even with the cross, surly, ill-natured child this method will certainly give the most excellent

results. It is hardly necessary to say that a child should not be told that he is ill-natured or that he is bad. Such senseless treatment will surely ruin. Watch long, if necessary, for some pleasing act and then commend most heartily.

Rewards.

Many make much use of rewards of all kinds. One trouble with giving rewards is that many fail to distinguish between hiring and buying children. For example: Upon leaving home for a number of days the writer expressed the hope that his boys would do as they should. Had he wished to hire them to do so he would have promised them some certain prize for good behavior. This might or might not have produced the desired result. When he returned he inquired concerning their actions. The report being most satisfactory, he called the boys and asked them to take a walk up street with him. There he purchased a fine penknife for each one. In the evening he told them why he had done so. Until that time they had no idea of the reason. Thus the boys learned that their determination to act as they should was not overlooked, even though no promise had been made. In such a case it is very important that improper conduct should certainly result in disappointment.

A Better Way.

What has been said about hiring children to do as they should must not be taken to indicate that

this should never be done. Indeed, many times it may be well to agree upon a price for a certain amount of work. This will act as a stimulant, and all through life they will find that only as the result of work done can they expect pay. It may even be deemed a proper thing for parents to sometimes buy children to do as they wish. Though it may be considered wrong in principle, yet it is better, both for the parent and the child, than a system of management by harsh threats and brutal punishments.

Different Effects of Two Ways.

Some yet assert that there is no practical difference between simply rewarding a child for what he has done and paying him a promised amount. But is there not considerable difference? In the first case, the doing of the right thing is associated with pleasant results which were not anticipated. Thus doing right is made more attractive, and future conduct is more likely to be such as it should be. The child will be able to develop a spontaneous tendency to act from a sense of duty, rather than from the desire for certain pay.

In the other case, the child will feel that he has performed services for a fixed reward. If he does not wish the reward, he is apt to feel he need not do as directed. If he does as he is told he is apt to feel that the reward belongs to him, and there is therefore no sense of obligation to do right because it is right.

XIV.

THE NATURAL CHILD.

Child or Adult.

Most parents are anxious that their children should be as nearly perfect as possible. Yet, how seldom do they stop to consider what a child should be. If they would do this, very few would discover good reasons for finding fault as frequently as they do. The trouble is most parents wish their children to be perfect adults, rather than typical children. It is impossible that they should be. Neither is it best. Nay, more, it would be very sad if such were the case. It would be time to call in a specialist for the purpose of trying to correct the unnatural condition.

First Characteristic of the Natural Child.

A healthy child will be noisy. From the time of its birth, until it passes the age of childhood, it is most natural that it should make a noise. But for this it could not properly develop physically. Therefore let parents think twice before exclaiming, "Stop that noise! Will you ever keep quiet? You will drive me crazy with your racket."

In the House of Too Much Trouble.

The time may come when the parents would give all they possess to hear the little one at its boisterous play. Like the parents spoken of below, they may find it out too late.

"In the house of too much trouble
Lived a lonely little boy,
Always longing for a playmate,
Always eager for a toy;
But, you see, 'twas too much bother,
Sister said, and daddy, too,
And he must not worry mamma;
She had other things to do.

"In the house of too much trouble
Anguish stamps the mother's brow;
As she prays 'God spare my darling';
Every wish she'll grant him now,
But a faint voice whispers, 'Mamma,
Won't the angels let me play?
When they take me up to Heaven
Will I still be in the way?'

"In the house of too much trouble
Little boys were in the way;
No one ever seemed to reason
That a boy must sometimes play.
Soon his baby woes and worries
Left their trace upon his brow;
In the house of too much trouble
There are quiet moments now."

Second Characteristic.

As the child loves to cling to its mother's breast, so it is quite natural for the child to love to live near to the bosom of mother earth. Doing so is apt to make it healthy and strong. A number of writers have explained why this is the case.

Have you ever known a child to keep clean? If so, have you followed the child's history? If you have it is probable that your heart has bled for the child and for the parents in later years. The writer well remembers a boy who was frequently held up to his own children as a model of cleanliness. At that time he expressed his belief that there was something the matter with the child. A year or two later the trouble made itself manifest. A very delicate operation was performed on the child. When he regained consciousness and noted the blood his first question was, "Did any of the blood get on my clothes?" Later developments proved that the trouble with the child was even too deep to be reached by a surgeon's knife. It was mental. What parent would have his child exchange places with him?

Third Characteristic.

If the child's digestion is good the active child will want to eat each day between meals. There will be frequent calls for a piece of sugar-bread, cake, or something else to satisfy the craving caused by the demand for energy-producing substances.

It is as natural for the healthy child to be hungry between meals as it is for the parent to desire food after having omitted one or two meals. While much harm may be done by permitting children to eat candy and sweetmeats between meals, it is probably well that children who have been playing hard should have some nutritious food at other than meal-times, provided they do not eat anything an hour before the next regular meal. As the child grows older there will be less reason for permitting eating between meals.

Fourth Characteristic.

It is quite natural for a child to be very thoughtless and just as forgetful. Even parents have sometimes been known to forget. What can be expected of children? There is something radically wrong when a child of tender years is as thoughtful as one much older. Thanks to an all-wise Providence, no one has yet discovered an approved method of making children grow old suddenly.

Fifth Characteristic.

The natural child will be active continually. This is absolutely necessary for the health of every child. It can scarcely be suppressed. No wonder that the tired, nervous mother cries out for some cessation of the continual running around. But let her strive to stand it, in the certain knowledge that it is necessary for the building up of a strong body,

with which to fight life's battles for himself, and, if need be, for the tired parents as well. The mainspring of action in every healthy child is so strong that it is almost impossible to comply with the request to "sit still."

A time and place should be provided when boys and girls can let their animal spirits flow unchecked. Except at recess, they have but little freedom at school. Some teachers would even take away their recess. There is all the more need of such periods out of school.

Other Characteristics.

A number of other peculiarities may be mentioned as those belonging to the child who is healthy and natural. While they will appear in all natural children, they will vary with the child. Most children are impatient. They generally have strong imaginations. They are affectionate. Until taught differently they are kind to animals. They find much pleasure in small things. They feel keenly, for a time, disappointments. They are not naturally fearful, though quite early they may be taught to be afraid of many things.

The Meaning of a Child's Activity.

The activity of a child is nothing more than the reappearance of forces produced by the food he has eaten. If you want a child to sit still you should feed the child less and, perhaps, kill the child. It

is possible to stop him entirely by starving him. This may seem a senseless suggestion, but it is more sensible than to expect a healthy, well-fed child to remain inactive. If such a child should be compelled to remain still for a considerable length of time it would greatly injure the child. Criminals in solitary confinement are not fed as others who are allowed to be more active. It has been found that if this is not done the forces produced by food so disorganize their vital organs that insanity and death result. Should we not give the innocent child as much consideration as is given to the convicted felon?

A Common Mistake.

From what has been said it will be seen that we are generally mistaken in thinking that children are active merely for the purpose of accomplishing something. The child's activity is generally necessary for the expenditure of the forces which have been stored up. The child loves to play ball, not so much because he likes the play, but because he enjoys the action required to play it. For this reason a child will often prefer to take the longest road home. Yet how often he is criticised by those of us who are ignorant of the reasons for such actions.

The Locomotive and the Child.

When a mighty engine stops at the station we hear the steam escaping with a deafening noise.

The energy is collecting faster than it is being used. If no provision had been made for the escape of the steam we would expect an explosion such as would completely wreck the engine. Why, then, should we be surprised that children, after being confined in school or elsewhere, should be full of activity and play? Need we wonder that the pent-up energy is as likely to affect seriously the delicate mechanism of the child? Is it not reasonable to provide frequent opportunities that the surplus energy may be expended harmlessly?

The Parents' Duty.

The one thing we can do with the energy stored up in the engine is to direct it into proper channels, that it may perform useful work. We should strive to do this same thing with the energy of the child. The child who is most active, as a child, will, other things being equal, be most successful as a man. The one use we can generally make of children's desire for activity is to build up healthy bodies and strong minds in the healthy bodies. Than this nothing is more important.

A Suggestion to Parents and Teachers.

Parents and teachers should recognize the physiological laws affecting children and should make the periods of confinement very short. Children should be allowed to pass from one thing to another quite frequently. Except as a punishment,

they should not be required to sit still any length of time. It is harder for a child to sit still fifteen minutes than for his parent to listen to a dry sermon two hours' long. Let us be careful, then, that we be considerate of children and direct their energy rather than denounce and attempt to restrain it.

The Unnatural Child.

The child who has not all or most of the characteristics mentioned as peculiar to the natural child is certainly an unnatural child. Such a child may not give much trouble to the parents, but he will probably never be a source of great pleasure. He is apt to develop into a freak for a dime museum. Those parents who are striving to develop freaks may well be satisfied that their children are unnatural. Others should be thankful for the trouble they have been caused by children who are very natural. It may be hard for the tired parent to bear with these many natural characteristics which are apt to grate upon nerves, but if these statements are true is there not good reason why we should cease to be worried by those things which are in accordance with the inflexible demands of nature?

XV.

SYMPATHY BETWEEN PARENT AND CHILD.

Importance of Sympathy.

Though we sometimes speak of the great importance and the wondrous power of sympathy, too few realize how inconceivably potent is its function in the formation of human character. Especially powerful is its influence over the tender feelings of a child. In his joys and sorrows every child wishes some one to share. At every turn he needs, and should have, the tenderest sympathy of the loving parent. Too often he receives no sympathy where he has a right to expect it.

The child who has injured himself is made no better by being told, "It serves you right; be more careful next time." "I told you you would hurt yourself." Such a statement will tend to stir up all that is worst in any child, but especially in the child of sensitive temperament.

The Power of Sympathy.

Parents must ever remember, and never forget, then, that sympathy is the strongest bond of union between human hearts. It is not possible for any

heart to shut itself against it. When all else has failed it will prove to be the most powerful factor in reclaiming the lost. Indeed, it seems almost impossible to exaggerate the strength of the influence which it exerts in forming character, and in regulating the habits of all. If a child feels that you sympathize with him he will imitate you, and you can mold him almost at will.

As children grow older their habits become firmly fixed, and determine character. That which is once fixed in a child's mind through loving sympathy will scarcely ever be removed, even by the most skilful argument. Each one of us can trace most changes in ourselves to the influence of someone whom we loved, because of the sympathy which was shown us. It may have been silent sympathy. It may have been almost or entirely unconscious. It was none the less powerful.

The child who loves the parent and feels that he possesses the parent's sympathy needs but little admonition or criticism. When he perceives what the parent wishes, the bond of sympathy tends to firmly establish the desired principles. Be assured that in no way can any parent so surely gain such power over a child for the purpose of shaping his character as by manifesting warm sympathy with the child. Next to a lack of loving kindness there is no more potent cause of unhappiness to children than a lack of sympathy in those from whom they have a right to expect it.

The Peculiar Action of Sympathy.

Almost every person has wondered at the peculiar power and action of sympathy. One child starts to cry, and nearly all the young children present will do the same, as if they had been injured also. The actress feigns great grief, and two-thirds of the audience join with her in shedding tears. Or one or two start to laugh, and in a short time laughter will spread to the whole company, though none may be able to tell why they are laughing. Someone sneezes or yawns, and many others do the same. A joke, which is scarcely understood by a single hearer, will set a whole audience into sympathetic laughter.

It would thus seem that there is some mysterious, inexplicable power in sympathy. By this power the mental or physical condition of one may be communicated to others, increasing in intensity as it passes from one to another. Since this is so, need we wonder that that sympathy, prompted by holiest love, should have such an all-powerful effect upon children, who are so delicately deeply sensitive to every influence?

Sympathy Versus Love.

Some may assert that there is no difference between sympathy and love. If this is the case, then, having considered the power of love and kindness, we are not justified in spending even a few minutes in the consideration of sympathy. But are they the

same? Love may be upon one side alone, and may be therefore unappreciated and without any power of affecting the object loved. It is not so with sympathy. Sympathy is two-fold. It starts as a response to an express need. It is an answer to a call for it, whether expressed in words or not. It is therefore certain of grateful recognition, even where love is neither felt nor welcome.

The Great Dearth of Sympathy.

As before stated, next to love there is nothing a child needs so much as sympathy. It is much easier for a parent to love a child than to give the child the sympathy which it should have. Parental love is natural. It may not be unnatural, but it is comparatively seldom that a parent is found who shows great sympathy with his child in both work and play. When such a parent is noticed it is considered worthy of remark, if not remarkable. This may seem a strong statement, but it is believed that it will bear the test of investigation. Let the reader ask himself the questions: "How many playthings have I taken home to my child? Of these, how many have I taken time to enjoy with the child in play? How many books have I purchased for him? How many of them have I enjoyed with him, or even made inquiry concerning? Of the things lost how many have I simply replaced? Concerning the lost how many have I really sympathized with the dear child in his then great sor-

row?" Truthful answers to such questions as the above will give a parent some idea as to whether or not he is showing that sympathy to which every child is entitled.

How to Sympathize With a Child.

To sympathize with a child you must be able to put yourself in the child's place, and feel as a child. You must forget that you are not a child any longer. By being a child again, if only for a few minutes, you will not only make the child love and adore you, but you will again renew your youth and be the better and the stronger because of it.

When Sympathy Should Be Given.

Let it be acknowledged, then, that the most effective way of securing that confidence and love of children which will make their management easy is by sympathizing with them in their hopes, in their fears, in their sorrows, in their plays, and in their work. Certain it is that the parent who does not sometimes descend into the world in which the child lives, as a sharer of its fears and sorrows, and not as a faultfinder, or even as a counselor, cannot have the fullest power over the child.

Nine times out of ten—yes, ninety-nine times out of one hundred—the child does not mean to do wrong. The right kind of sympathy will have a more powerful effect at this time than at any other; for the heart is especially open to such influences when bowed down by grief. Why should not the

loving parent sympathize with the weakness which has resulted in some folly? Then is the time a child is most happy to turn for advice and comfort to some one stronger than he. God forgive the parent who could turn an unsympathetic ear to a penitent child's cry!

When a Child Is In the Wrong.

Many will say that a parent should feel no sympathy for the child who has done wrong. They feel that such sympathy is placing the parent in the position of sympathizing with the sin which he must condemn. Perhaps it is rather with the temptation than with the sin that the parent has sympathy. Be this as it may. It must be acknowledged that without sympathy there is but little hope for the reformation of the inmates of the prison cells, who are susceptible to this influence when all others have failed. Does the child not need the same sympathy when he has done wrong? If we acknowledge its influence upon the hardened tenant of the prison cell, dare we doubt its influence upon the child, so tender, so impressible, so susceptible to every influence?

Foolish is the parent, and not often truthful, who tells the child he does not understand how he can be so bad. Hard-hearted he who can turn such a child away without the sympathy to which he is entitled. If he does this he need not be surprised if, at the same time, he builds between himself and

his child a barrier which will probably never be removed.

Happy the parent whose child is so sure of sympathy that he brings to him his greatest failings, his most dreadful thoughts, which shock even himself. His power over such a child will be unbounded. Unless there is some unusual reason to the contrary he need have no fear that his control over the child will not last long after the child has left the parental roof.

Sympathy Must Be Cultivated.

By some sympathy is considered as a natural feeling; by others it is not so considered. Which is right makes but little difference. Certain it is that it can be cultivated by every parent. More than that, it is the duty of every parent to cultivate not only sympathy for the children, but to see to it that the children sympathize with the parents, when they are old enough to do so. Every parent should see that this loving sympathy has a prominent place in the treatment of every one of the many problems which present themselves for solution in the management and training of every child.

Sympathy Must Be Sincere.

Children observe far more accurately and closely than do most adults. In addition to this they seem to have a natural instinct, which enables them to distinguish between the honest and the sham. We

may be able to mislead men and women, but we will find it much harder to deceive a child. Many who are not aware of this fact find, to their sorrow, that the sympathy which they express is without effect, because it is not sincere. If it is not genuine the child will soon see through the disguise and despise the pretender.

One Effect of Sympathy.

One way in which sympathy with children will show itself is that we will not be disposed to interfere with their plans, but will help them to be happy in their own way, when there is no good reason for their not doing as they wish. While in the home, and in school, they must of necessity be under the direction of others, to a great extent; in their play and recreations they should be left to themselves. If we join their play we should bring ourselves down to their plane, and not expect to bring them up to our own. If parents could only remember their own childhood, how much more they would sympathize with their children, and how much happier would parents and children be.

XVI.

IMPORTANCE OF INDIVIDUALITY.

Children Differ.

Every parent who has more than one child should not fail to understand that no two children are identical. In physical, mental and moral characteristics they differ widely. The same treatment will not answer for any two. The principles of management may be the same, but the application of the principles must be modified by the individual peculiarities of the child.

Injurious Effect of Uniform Treatment.

Since children do differ so widely, why should parents strive to treat all alike? Such treatment will crush the individuality out of any child. This individuality parents should strive to make the basis of the child's education and training. Too often it is considered as something which the parent should strive to overcome entirely.

Importance of Individuality.

The great effort which is made in school and at home seems to be to make children more uniform.

Yet, who will give any good reason why a person should labor to produce uniformity of taste, of character, of ability or of aspirations? Is not individuality of far more importance than uniformity? Is it not the divinity of the child? Should it not be sought for and discovered, that it may be carefully studied, and, when along right lines, judiciously cultivated? Does not biography teach us that only those have become distinguished who have developed a love for work along particular lines? Is it not time that parents, limited in power and by conditions, cease striving to overcome the many differences predetermined by the Almighty?

Differences in Children.

Let no parent forget, then, that in the beginning every child differs from every other child in many ways. If it could continue to be alone it would always be different from almost every other child. But the child comes in contact with others and is thus continually trained to be more like others.

The Parents' Duty.

Every parent should carefully study each child and endeavor to find wherein the child is peculiar. He should aim not only to find out the child's good points, but his faults as well; for this is equally important. The parent who can discover these peculiarities can hope for success in correcting those which should be corrected. The physician who is

not able to diagnose a disease will be just as powerless to cure the patient as the parent will be powerless to correct faults in a child, if he does not see clearly what the faults are.

How Peculiarities May Be Discovered.

Since it is so important that parents fully understand each child's peculiar faults it may be well to consider how these faults can best be discovered. Some faults may be discovered by careful study and observation. Others will best be learned by giving heed to the kindly criticisms of friends. At other times the unkind criticisms of friends or enemies may lay bare some of the worst faults of children. While neighbors are not always impartial critics, they are very often more reliable, as such, than parents. This is because parents are very apt to be strongly prejudiced in favor of their own children. This is right. It is most natural. If they did not defend their own children, who would do so? However, it is well to have the opinion of others.

Why Parents Are Blind to Some Faults.

One reason for desiring the assistance of others in discovering a child's faults is found in the fact that parents are so prone to overlook many of their own faults which are constantly reappearing in their children. They have learned to excuse them-

selves. They cannot, without being inconsistent, fail to excuse their children. Then, again, very many honest parents fail utterly to see that certain acts of their own are, in reality, deserving of criticism.

XVII.

TEMPERAMENTS.

Importance of Knowledge to Parents.

The study of temperament involves the consideration of all characteristics of the body which show any mental peculiarity. For two thousand years it has been recognized to be a subject of great importance. For many years it has been known that a study of temperaments was one of the best ways of learning to know people as they really are. Only lately has the importance of a knowledge of temperaments been considered essential for the teacher. Seldom, if ever, has been emphasized the importance of parents studying this subject, that they may train more satsfactorily their own children.

Every person knows, in a vague sort of way, that many whom they meet have their characters stamped indelibly upon their faces. So clearly do their charasteristics stand out that we feel almost able to read their thoughts. How few have ever considered the importance of determining, roughly at least, the temperament which predominates in each child! Yet, to a large extent, parents might thus determine, not only the best treatment for the training of any child, but they could frequently determine for what profession each one is best suited.

While few, if any, have emphasized this fact, still fewer will dare deny the truth of the statement.

Faults of Training Due to Lack of Knowledge.

A very large proportion of ruined children are the victims of training, such as the parents would never have subjected them to had they appreciated the peculiarities of certain temperaments. So often, at home and in school, a child who inherits a very nervous temperament suffers far more than teacher or parent ever imagines.

Just as often the one of phlegmatic temperament suffers far less than is supposed, and gets much undeserved credit for virtue and patience which are entirely unintentional.

How greatly the children in any family differ; yet how seldom does the treatment differ as widely! Few would think it proper to give a mettlesome racer and the heavy draught horse the same treatment; yet they do not hesitate to treat alike children who differ far more widely.

Square Pegs in Round Holes.

Because of differences in temperament the training given many children is so injurious that it destroys all their brightest prospects for the future. Their whole lives may thus be blighted. A knowledge of temperament may insure great success in life for many. There are many would-be lawyers who might have become great physicians. There

are not a few very poor physicians who could have attained great success as lawyers, architects or clergymen. There are butchers, bakers, storekeepers, and many others in the humbler walks in life, who would have won great success had they chosen certain professions. All must acknowledge that this is so. Is it not important that parents should realize this fact and make a careful study of this subject, in order that they may the better train their precious children?

Psychology Versus Temperament.

At this time many are advocating the importance of parents making a careful study of psychology. They do this in the belief that it will help parents greatly in the training of their children. It is doubtful if such a study would be of much value to most parents. Years of experience leads the writer to believe that a few days' study of temperaments has been of more practical value to him, in the management of children, than many weeks and months spent in an earnest study of psychology. This may seem a very bold statement at this time, but it is believed that, ere long, it will be accepted without question.

How to Study Temperaments.

Those who wish to make a careful study of temperaments should secure some small text-book upon the subject. However, for busy people a few sug-

gestions may not be out of place at this point. The things to be especially noted in the study of temperaments are the face, the hair, the complexion, the nose, the neck, the build, the eyes, and the marked mental and physical characteristics. It may be well for parents to first determine their own temperaments. They will then be the better able to study their children. They may also see how honestly their children get many of their peculiarities.

After having determined their own temperaments, parents should try to determine what characteristics of any temperament are most marked in each child. Having certainly determined this, a few suggestions may be of untold value to the present and future welfare of the child.

Characteristics and Management of the Nervous Temperament.

Hair, light brown; eyes, generally gray; complexion, clear; face usually tapers toward narrow chin; nose, rather narrow; neck, longer than usual; build, rather light; often quite tall and very thin.

A child of nervous temperament is apt to be impulsive and excitable, quickly provoked and just as quickly reconciled, persistent in work, very apt to study harder in school than is best, apt to be cheerful, likely to speak quite rapidly, in many cases undecided about action.

What terrible mistakes parents are daily making in the treatment of the child of nervous tempera-

ment! The nervous child acts on the minute from impulse. If such a child is angry or stubborn, don't be too hasty. Give the child a little time. Speak gently and quietly. The result will be the child will change for the better in a moment. The government of such a child must contain much of love, though it may be full of quiet determination. Parents should beware lest, by harsh treatment, they rouse all the worst passions of the child's soul. It is just as easy to give such a child the direction needed in a way which will enlist all its best sympathies. It is the nervous child who is found breaking down mentally and physically because of over-study. Such a child is apt to gain in mind at the expense of his health.

Characteristics and Management of the Lymphatic Temperament.

Light hair and eyes; complexion, without much color; face, square; nose, rather flat; neck, short; build, rather heavy. A child of the lymphatic temperament is not apt to be impulsive or excitable, is not easily provoked, finds it hard to forgive, plods along persistently, rather slow of motion and of speech, cares little for muscular exercise.

The child of a lymphatic temperament needs a little more vigorous treatment than the nervous child. While parents should at all times be kind, they may be more energetic and forceful with a child of this temperament. Such a child will not need so much direction as the nervous child. How-

ever, he will stand, without great injury, far more harshness. A child of this disposition is often believed to be stubborn, whereas, in truth, the child is naturally slow to comprehend and act.

Characteristics and Management of the Bilious Temperament.

Hair, quite dark or black; eyes, quite dark; complexion, dark; face, rather square; nose, somewhat outspread; neck, short; build, quite heavy.

A child of a bilious temperament is not apt to be impulsive or serious. Is likely to be rather passionate, revengeful, jealous and, in many cases, unscrupulous. In work and play, earnest, persistent, careful and decided.

Next to the nervous child the child of bilious temperament is most apt to be greatly injured by improper methods of management. The child of a sanguine or of the lymphatic temperament will stand a great deal of improper treatment without being greatly injured. Not so with those of the other temperament. How many children of this temperament have been driven from school, or from home, to the jail or the gallows, because of improper treatment! The child of this temperament will not soon forget its anger. There will remain the pouting and mean disposition to get even. He is almost as hard to deal with as a balky horse. Nothing but great kindness will enable a parent to properly manage the child of this temperament. Beware of too

much harshness here, especially with the older child.

Characteristics and Management of the Sanguine Temperament.

Hair, reddish; eyes, quite light, generally blue; complexion, quite florid; face, nose and neck same as bilious temperament.

A child of the sanguine temperament, like the child with the nervous temperament, is likely to be impulsive, excitable, quickly provoked and easily reconciled. He is apt to be quite cheerful and look on the bright side of things. Less imaginative than the child of nervous temperament, but more emotional. A child of this temperament is likely to be happy in the pursuit of any object, little or great.

The sanguine child is really quite hard to manage at times. Tears flow quite easily. Angry looks and improper words are likely to be frequent. This child must have a firm government. There need be very little said if it is spoken in kindness, but what is said must be said with firmness.

Mixed Temperaments.

While it is very easy to find children who show most of the characteristics of some one temperament, it is very difficult to find a child who shows all the characteristics of any temperament. Nearly all have what may be called mixed temperaments, which show some of the characteristics of two or

more temperaments. However, one of the four mentioned will probably predominate.

The Best Temperament.

While some may prefer one temperament, and others another, it would seem that that individual is most fortunate who is blessed with a balanced temperament. In the balanced temperament the four temperaments blend, so that the objectionable tendencies in each are tempered in such a way as to give the most satisfactory results.

XVIII.

RESPONSIBILITY OF THE FATHER.

Mutual Consideration.

Each parent should be considerate of the other, but the father is the husband or houseband. He is the head of the family. This is the teaching of the Bible, which is accepted by all men and by most women. It may be argued that in some families, because of peculiar temperament, the mother is better fitted to be at the head than the father. The fact remains, however, she is the queen of the house, not the king.

The Father's Duty.

Too many fathers consider that, since it is their duty to provide for the family, they have no duties in connection with the training of children. A moment's consideration will convince every thoughtful father that this is not the case, and that, no matter what success he may gain in his business or profession, he is a complete failure if he has not proven himself a true husband and an interested and devoted father.

At every point it is the father's duty to stand ready to co-operate with the mother in her attempts

to train the children. This duty becomes even more imperative as the child grows older and approaches the time of going out into the world.

If the father does not take interest in the training of children it will be exceedingly hard for the mother, and they will not generally be trained as they should be; for there are many things which can be learned only from the father. While the home is the mother's world, the father is the connecting link between the world and the home. Each has a part to perform, the performance of which is necessary for the best results. When they do not do so, the training will be as discordant as the song of two singers whose voices are not in harmony.

One great trouble is that many men, and not a few women, who are considerate of others all day, have little consideration for those in their own homes. They have a pleasant word and smile for everyone until they reach home, which should be the most joyous place on earth—a place for which each has reserved the most pleasant word and happiest smile.

Every father should feel the absolute necessity of having the mother understand that he is ready, willing and anxious to give all possible assistance in the training of children. Other things being equal, his help should be in proportion to the amount of time he spends home. Some fathers are home so little that children hardly know whom to call "father," and are led to ask, as did one little fellow,

"Mamma, who is that man that whips us almost every Saturday?"

Conflicting Authority.

Mothers and fathers should recognize the absolute necessity of co-operation in the training of children. Vital as it is elsewhere, it is even more important here. There must be no conflict of authority, for it is one of the most potent causes of failure in the management of children. It has caused the ruin of more children than almost any other mistake. When either corrects a child, how often the other takes his part! Unless there is marked injustice or brutality, this is not justifiable. It is the surest way of making a child rebellious against the authority of both. The sensible way would be to wait until the parents are alone and then discuss the matter in a reasonable manner.

A Mother's Trials.

Some fathers object to having anything to do with the management of children. They say they have many trials during the day which a mother cannot fully appreciate. Let this be granted. Is her sympathy not ever ready?

On the other hand, it must also be remembered that the mother has many cares which the father cannot appreciate. If he would take her place for one week he would know more about it, and, afterward, would have plenty of sympathy. She works

at home, away from associates who might make things seem to move easier. How often, with aching head, the many difficulties must be met and conquered. How many times have her quivering nerves been shattered and her strength taxed to the uttermost by the trying cares of home, when everything seemed to go wrong!

The young child may have been sick and troublesome. The older ones may have almost broken her heart by some real or imagined terrible act. There may be no servant, or, what is just as bad, she may have left or be about to leave. A hundred other troubles crowd fast upon one another.

A Time for Appreciation.

Should she not feel free to call for any assistance needed from the father? Such is the time for showing the flowers of appreciation. On the part of too many there is a tendency to keep all sympathy and praise until it is too late. How many patient mothers would be surprised if they could see the flowers heaped upon their coffins and hear the words of praise from lips which, for years, had spoken scarcely a word of appreciation or sympathy!

Truly, it is time that fathers awaken to the fact that they have much to do with the training of the children. Surely they owe to their homes the best influences of their lives. It should not be a boarding-house, where the father sleeps and eats and pays the bills. It should be the centre of his life.

XIX.

THE MOTHER'S INFLUENCE.

The Almighty's Representative.

If only the mothers, these patient, long-suffering representatives of the Almighty, could but faintly appreciate the grandeur of their office and their unboundless power and influence over the present and future lives of their children! It can scarcely be over-estimated. Almost daily the writer has to appeal to the most troublesome boys and girls that are found among thousands. Many are just one step from the reform school or jail. A consideration of such places has little or no effect upon them. Harshness and threats make no impression. The most brutal punishments by parents have had no effect. The last parent spoken to said, "I do not want to commit murder; I have done everything else—have even chained him to his bed in his room, yet he is no better." An appeal to the love for his mother saved that boy. Such an appeal will generally reach the most stubborn cases. Even where it fails, it comes nearest to breaking the chain of habits which have bound them. The writer does not remember a single case where this appeal did not have great influence. With such thoughts and experiences as these he approaches the subject

of the mother's influence in the training of children. Would that he could say something which would help them to appreciate their power over their children, even long years after all other early influences have been forgotten!

Most Training Left to the Mother.

Of necessity, the father must be away from home most of the time. When he returns, wearied by the endless cares and work of the day, he is often not fitted to consider carefully and patiently the cases of management which the mother would gladly place in his hands. So far as possible, these matters will be attended to by the thoughtful mother. Only when absolutely necessary is she apt to call upon the father for assistance. For this, and for other reasons, the management of the younger children, at least, will be almost entirely in the hands of the mother.

The First Years of Vital Importance.

The character of the child will very largely be determined by the time the child reaches the age of ten. None but the very strongest influence will affect him after that age. Before that time, the character may generally be molded at will. For the first five or six years children are almost entirely under the influence of the mother. After that time her influence will still be strongest. Next to her influence, that of the teacher, father and companions will be most powerful.

Beautiful Tributes to Mothers.

In the hope of encouraging some weary mothers, who are ofttimes discouraged by the daily trials with wayward children, attention is called to a few of the many beautiful tributes to the memory and power of a mother's noble, self-sacrificing love. To these sentiments all loving hearts must assent: "Blessed is the memory of an old-fashioned mother. It floats to us now like the perfume of some woodland blossoms. The music of other voices may be lost, but the entrancing memory of hers will echo in our hearts forever. Other faces will be forgotten, but hers will shine on until the light from Heaven's portals shall glorify our own."

Another one has well said: "Who can fathom the depth of a mother's love? No friendship so pure, so devoted. The wild storm of adversity and the bright sunshine of prosperity are all alike to her; however unworthy we may be of that affection, a mother never ceases to love her erring child. Often when alone, as we gaze up to the starry heaven, can we in imagination catch a glimpse of the angels around the 'great white throne'; and among the brightest and fairest of them all is our sweet mother, ever beckoning us onward and upward to her celestial home."

Is it not true, as has been said, "Better than all the gaud of wealth, better than all the fastidious tastes and refinements of luxury, better than highest æsthetic culture or intellectual superiority, is the

presence in the home of one of these queens of the hearth, whose realm is bounded by the affections and well-being of her household? Such mothers and such homes will send out sons such as the world needs and men delight to honor; and daughters whose loveliest adornments are the virtues and graces which they possess."

Tributes of Washington, Lincoln and Others.

Almost all great men have been noted for their devotion to their mothers. All have recognized their mother's unlimited influence. Who can read the history of Washington or McKinley without being struck with the great appreciation and the loving tenderness they manifested toward their mothers? How many will join with Lincoln in saying, "All I am, or can be, I owe to my angel mother." How sweetly Lord Macaulay speaks of his parents; of the pleasure he had nestling close to his mother's bosom; of her good-night kisses and loving glances. Until the day of her death his love never lessened. He said, "Years have passed away since we laid her beside my father in the old churchyard; yet still her voice whispers from the grave and her eye watches over me as I visit the spots long since hallowed to the memory of my mother."

The Fathomless Depth of a Mother's Love.

The wondrous power of a mother's love was well shown by her whose daughter had wandered from

home and had been lost in the whirl of sin of New York. Having had her own portrait painted, the mother placed it in a mission house where the fallen creatures sometimes came for a crust of bread or a kind word. The poor fallen daughter saw the picture. Upon the floor she sank, crying "Mother! my mother!" That mother's love so melted her poor heart that she was saved, and returned to her home a ransomed child.

The Measure of a Mother's Love.

In words that can never be forgotten Miss Taylor speaks thus of a mother's love:

Hast thou sounded the depths of yonder sea,
And counted the sands that under it be?
Hast thou measured the height of heaven above?
Then mayst thou measure a mother's love.
Evening and morn, hast thou watched the bee
Go forth on her errands of industry?
The bee, for herself, hath gathered and toiled,
But the mother's cares are all for her child.

There is not a grand, inspiring thought,
There is not a truth by wisdom taught,
There is not a feeling, pure and high,
That may not be read in mother's eye.
There are teachings on earth, in sky and air,
The heavens the glory of God declare,
But more loud than the voice beneath, above,
He is heard to speak through a mother's love.

The Great Love of Parents.

Parents are apt to forget how great is the price they place upon their precious children. In the press of many cares it is natural they should do so. However, if they would but stop and consider how hard it would be to part with any one of even a large family of children, they would be more likely to appreciate how highly they prize each child, and more willing to devote time and thought to their training.

Which Shall It Be?

Who has not read with emotion Mrs. Beers' account of the attempt made by needy parents who were striving to decide which child should be given in exchange for comforts for all those remaining. This is the letter: "I will give a house and land while you shall live, if, in return, from out your seven, one child to me for aye is given." Hand in hand the gray-haired, poorly-clad parents walk from bed to bed for the purpose of deciding which one shall be given. How hastily they pass the helpless babe. "Not her," said the father, as he gazed at the crib which held little Lillie and her doll. "Nor Jamie; he's but a baby, too," the mother said. Then gazing upon pale, patient Robbie's angel face, the father whispered, "No, not for a thousand crowns, not him." Next came "Poor Dick," bad Dick, wayward son. "No, only a mother's heart can be patient enough for such like he." They passed by

sweet Mary and the trusty, truthful oldest boy who so resembled his father, and

"So they wrote, in courteous way,
They would not give one child away.
And afterward toil lighter seemed
Thinking of that of which they dreamed.
Happy in truth, that not one face
Was missed from its accustomed place."

Truly, most parents do love their children as did these parents. Yet how few love them so wisely as to be willing to give the attention necessary to train them properly.

The Hallowed Memory of Mother.

Every mother must read, with increased determination to strive to properly train her children, such lines as those written by Miss E. A. Allen. They but echo the sentiments which millions of children hold and will hold in years that are to come, long after the mother's spirit has been wafted to the other shore.

Backward, turn backward, O Time, in your flight,
Make me a child again, just for to-night;
Mother, come back from the echoless shore,
Take me again to your heart as of yore;
Kiss from my forehead the furrows of care,
Smooth the few silver threads of my hair;
Over my slumbers your loving watch keep;
Rock me to sleep, mother,—rock me to sleep!

Tired of the hollow, the base, the untrue,
Mother, O mother, my heart calls for you;
Many a summer the grass has grown green,
Blossomed and faded, our faces between;
Yet with strong yearning and passionate pain,
Long I to-night for your presence again.
Come from the silence so long and so deep,—
Rock me to sleep, mother,—rock me to sleep!

Over my heart in the days that are flown,
No love like mother-love ever has shown,
No other worship abides and endures,
Faithful, unselfish, and patient like yours;
None like a mother can charm away pain
From the sick-souled, and world-weary brain.
Slumber's soft calms o'er my heavy lids creep,—
Rock me to sleep, mother,—rock me to sleep!

Mother, dear mother, the years have been long
Since I last listened to your lullaby song;
Sing, then, and unto my soul it shall seem
Womanhood's eyes have been only a dream;
Clasped to your heart in a loving embrace,
With your light lashes just sweeping my face,
Never hereafter to wake or to weep,—
Rock me to sleep, mother,—rock me to sleep!

Home and Country Dependent Upon Mothers.

Noble mothers, grow not weary and faint! Upon you depend not only the happiness of the home, but

even the future of our country. Upon you will forever rest, not only the blessings of your children, but the highest benediction of Almighty God, whose representatives you are on earth.

XX.

THE HOME INFLUENCE.

The Great Need of America.

The greatest need of any country, and especially of our own, is better men and better women. The greatness of future generations depends upon the character of the boys and the girls of the present. It is the duty of the home to properly train children. This is important, not only for the sake of the children and the home, but for the sake of the church and the government, as well. Without proper training at home it is almost impossible for the children to be what the parents would wish them.

The Right Spirit for the Home.

Too few realize the all-powerful influence which the home spirit exerts upon children. All have noted how different is the spirit in some homes from that discovered in others. It is hard for a child to develop properly in some homes as for a plant to mature in a dark cellar, where the bright sun seldom, if ever, penetrates. We do not wonder that such a plant is white and unhealthy looking. Need we wonder, then, why so many children fail to develop as they should where the home influences are

even less propitious than for the development of the plant?

The highest object of the home is not to furnish with the most expensive furniture. It is not to have a place where friends may be entertained in such a way as to satisfy our selfish vanity. Its highest object should be to furnish a place in which children may be trained in the development of noble characters. Parents who can organize such a home are most successful and worthy of the highest praise.

One Home.

Pay a short visit to one home and note the spirit. An air of loving sympathy permeates every nook and corner. The parents seem to be living only for their precious children. The children, by every act, show regard and love for their parents. By their conversation the children show that they are looking forward to the time when they can live for their dear parents. How the children vie with one another in the performance of some loving service for the tired parent. How quietly and yet how effectively, by a look, he shows full appreciation of the tender care and love. Reproof comes, at times, in tones which are firm but kind. Punishment, also, is felt, when thoughtlessness merits such treatment; but it comes in such a way that the child cannot but feel that it really does pain the one inflicting the punishment. In such a home everything seems to have a tendency to encourage right living and

proper training. The sunlight of love so warms the atmosphere that everything which is best in the tender child develops most rapidly.

Another Home.

Enter another home, such as one can easily remember having noted. What an absence of sympathy in the very air of the home. A chill sinks into your very soul, as you note the lack of loving care which parents and children have for one another. At times the blighting heat of terrible passion withers the tender buds, which have grown sickly from a life in such atmosphere. Time and again their tender young hearts are blasted by the cold, unfeeling criticisms, which, like the untimely frost, blights and blackens all that it breathes upon.

Citizens, Slaves or Anarchists.

In our homes children are being trained to be liberty-loving and law-abiding citizens, mere slaves to those able to dictate, or anarchists of the worst type. These may seem strong statements, but are they not in accordance with the facts? The child who is trained properly will quickly learn to respect and obey all rightful authority. The child who does not dare express an opinion for fear of bringing upon him the wrath of the parent or teacher will develop such a man-fearing spirit as will prevent him from asserting himself, no matter how sure he may feel he is right. Such will always be ready

to take any position in politics or business which will require nothing but blind obedience to directions. They will never become leaders. All through life they will be but beasts of burden to carry the heavy loads of others.

Those who receive such treatment as is given by parents who play the tyrant are apt to resent it, and after fretting under it break away from all restraint. Leaving home they drift into debasing companionships and rebel against all authority and government of any kind. Is not such the lesson of individuals and nations? Can we not find examples this side of Russia to prove the truth of the statement?

The Atmosphere of the Home.

To all of us the atmosphere is life or death. Until it was suitable man could not live upon the earth. Should anything suddenly poison it, we would all be blotted out in a moment. In the twinkling of an eye the end would come, even as the inhabitants of St. Pierre perished in a few minutes, because of the sulphurous fumes which poured forth from Mont Pelee, poisoning the atmosphere. The atmosphere of the home is equally important. It should be such as is suited to the life and the growth of the child's best nature. Than this, nothing is more important. Without it there can be but little success in the proper training of children. Whether good or bad, the parents must take the responsibility. If it breeds disease they must acknowledge that it might

just as easily have been made most healthful. It is for them to see that the home atmosphere is not poisoned by unkind words, harsh criticism, unsympathetic remarks, and hasty acts, the result of outbursts of temper.

XXI.

CRYING AND TEASING.

Why a Child Cries.

The first act of a new-born babe is that of crying. If it does not cry it is generally plunged into cold water, or in some other way made uncomfortable, that it may be made to cry. Those who have studied the physiology of the baby most closely assert that there are very good reasons for this method of treatment. If a young child cries it is because it is not comfortable. It is for this sin that he is so often shaken, smacked or rocked until he is sick. If he were old enough he might be glad to please everybody, and keep quiet, and be good. We should not forget that no young child cries unless it has very good reason for so doing.

Is Crying Necessary?

The actions of many parents tend to convince the thoughtful observer that many parents think there is no sense in a child's crying at any time, unless as a result of very considerable injury. Are they not wrong? Can everyone not remember certain occasions in their own experience when a good cry has greatly relieved him? For some reason does

it not seem to clear the oppressive moral atmosphere, just as a thunder-storm purifies the air? If for this purpose it is at all necessary for the adult, it is certainly many times more important for the young child, who is so emotional, so susceptible to every change.

If the young child cries, it is likely that, as before stated, he is too hot or too cold, or hungry, or uncomfortable in some other way. Why should anyone object to the expression of his discomfort and displeasure? Is there any other way he could call for assistance? In place of being troubled to know how to quiet a child, would it not be more sensible to find the cause of discomfort?

Older Children.

To a certain extent, what has been said of the young child applies to the older child. It should also be remembered that children of certain temperaments cry much more easily than do those of other temperaments. In some the tears seem to lie very near the surface. Many are so emotional, or so nervous, that, without great effort, they are unable to control their feelings or repress their fear. Such should be dealt with gently. Generally they come by it so honestly that the same peculiarity can be remembered as having appeared in one of the parents. By kindness they may be trained to have much more control over their emotions. However, it is hard to entirely overcome this natural tendency, as these children so frequently feel intensely.

Children Who Cry For a Purpose.

Some children, both young and older, cry simply for the purpose of carrying their point. Such require entirely different treatment from that already mentioned. If a child cries without sufficient provocation it is likely the fault of the improper training he has received. It is entirely unnatural for a child to yell and squeal as some children do. In some cases they have not been treated as they should have been, or they would probably respond in milder tones. The child who cries persistently and loudly, though not suffering pain, does so because his past experience leads him to believe that he will be successful in securing what he wishes. If such a child should pass under the control of one to whom such methods do not appeal, he would cure himself of his fault very quickly.

How to Stop Crying.

The parent who wishes to stop a child's crying should first make sure that the child is not suffering some mental or physical pain. In too many cases the mental suffering of a child is far greater than parents think. Having removed the cause of the pain, crying should cease. If, after having used all gentle means which can be commended the crying does not cease, it may be necessary to convince the child who cries for nothing that it is really unpleasant to have something to cry for. Nothing but corporal punishment will appeal to some chil-

dren at such a time. When the child finds that some punishment is certain every time he cries without having some good reason for crying, a wonderful transformation will be worked in nine out of ten such children.

The child who persists in crying for something very much desired may be cured very easily of such a habit. If the child is made to understand that the parent cannot and will not give anything for which it cries, it will be found that the child will cease crying for what it wishes and ask for it as it should.

Why Children Tease Parents.

Most children tease, more or less. Yet there are some children who do not tease. Why is it that some tease their parents, while others do not? Observe closely and you will notice that when the parent, asked for some favor, hesitates momentarily, and seems in doubt as to what to do, the child is apt to repeat the request. If past experience has shown that frequent requests will generally cause a more favorable answer, the repeated request will be sure to come. Such a parent may expect to be teased for anything a child wants.

How to Stop Teasing.

The parent who, in a kind, but firm, tone, promptly either grants or refuses the request, is not likely to be teased. If, upon refusal, the request is repeated, and such a parent denies with no

less kindness, but with somewhat of firmness, he is not apt to be bothered by having the request repeated frequently. Indeed, it may be said that the parent who meets the request in this manner at all times will never be troubled by being teased. All must acknowledge, then, that a child teases because it has discovered that a parent's decision is not final. The child has discovered that, by persisting, he can get the parent to grant the request, if for no other reason than to get rid of him.

How Parents Train Children to Tease.

From what has been said it will be seen that parents train children to tease by not having them understand that they mean what they say. The injunction for parents on this subject is "Let not your aye mean nay, nor your nay mean aye." If children could be questioned and led to tell what they really think about this matter, many would testify that they fully expect to have to tease for what they are determined to get. They learn to calculate the time most favorable and the energy which will be needed to carry their points.

For What Children Tease.

Who ever heard of a child's teasing at the table for a glass of water, or for a piece of bread, or for anything else that was not out of the ordinary? He expects to tease only for that which he very well knows it may not be best for him to have. It is the

second piece of pie, another knife, or sled, or for permission to sit up later than usual, or to remain home from school for some insufficient reason.

Why Parents Yield to Teasing.

Many parents yield to teasing because they are tired out by the everlasting nagging, which is certainly unpleasant and racks the nerves. Is this not the truth? If so, is it right or best that children should so early learn that they have a stronger will than their parents?

Other parents yield to teasing because they love their children so dearly that they cannot bear to think of the suffering entailed by their refusal. Though such a feeling is most natural and praiseworthy, is it not, in such a case, rather selfish? Is the request not granted, under such circumstances, rather for the benefit of the parent than for the child's sake? Should not the parent consider the future benefit of the child rather than the present comfort of both?

A large majority of parents yield because they have not carefully considered before giving their first answer. Upon second thought, they come to the conclusion that they were wrong in refusing the request. In many cases this is a most excellent reason, and the parent does right in changing the decision. But how much better it would be if the parent would strive to decide properly at first; and, having given the decision, stand by it. Any other plan encourages persistent teasing.

Two Good Rules.

"Think twice before speaking" may be a good rule for children. Might not the injunction to "think several times before refusing or granting a child's request" be just as good for parents?

The great problem for the parent is to know how the child can be cured of teasing. It is not only very unpleasant for the parent, but very injurious to the child. The child who secures his wish by teasing is apt to lose respect for the parent who is controlled by such means. Is it possible to state in a few words, a rule which will cure any child of teasing? It certainly is. Though very short, it is just as important and simple. It is this: "Never give a child that for which he teases." Try it for one week. It will prove a sure cure for the worst cases.

XXII.

PLAY AND PLAYMATES.

Necessity of Play.

Childhood is the time for play. Every child should have plenty of recreation. While at his play the young child should be left quite free, though he may have some assistance in the selection of his amusements to prevent his selecting such as may be injurious to him mentally, morally or physically; otherwise he should have the training of doing what he wishes. If, as a child grows older, he learns to select the right kind of amusements for himself, he is more likely to use judgment in the selection of his recreations when he has become a man. That every adult should do this is of great importance. Most of those who go down to destruction are started by their getting into the habit of selecting debasing amusements.

Influence of Different Amusements.

Different kinds of amusements have entirely different influences in showing a child life's objects, and in fitting him for life's duties. Some kinds will exert a most beneficial influence. Others will result most injuriously. Each parent should consider

not so much the effect of any amusement at the present time as its probable effect in the future.

An Important Matter.

It is of great importance that the child should feel that the parent really takes some interest in his play. If possible the parent should, sometimes, take part in his games, and otherwise manifest that lively interest which is a proof of the parent's sympathy. It is needless to say that a child will enjoy a frolic with the parent as with no other person in the world. In after years, long after parents have passed away, the child will remember the happy times. What parent would exchange, for money, the remembrance of the minutes spent in his parents' bed in the morning? Who can ever forget the few minutes of romp with parents before being sent to bed for the night?

A Place to Play.

Every child should have a playroom of some kind. It may be only a corner in the sewing room for the baby; a corner in the garret for the older child, a room in the barn or basement for the boy; but there should be some place which the child can call his own. Many parents will spend much time and money to provide a suitable place for a horse, a dog, or even the birds of the air, yet never consider that their own dear children have no place in which they can be perfectly free. The remembrance of

such a place will, in future years, be one of the most pleasant of all the early experiences.

If several rooms are fitted up with interesting books, suitable furniture, and pleasing devices, they will probably be no more appreciated by the children of the rich than would be a corner in a garret, with a few colored pictures, broken chairs and discarded toys by others. No parent is too poor to provide such as would be greatly appreciated by his own children. Is it not worth thinking about?

Advantages of Home Amusements.

Every boy and girl should find more amusement at home, in the evening, than in any other place. The home games for the young and the old should be more interesting than those which can be found elsewhere. Many a girl and many more boys would have been saved from lives of shame had some effort been made by the parents to provide suitable home amusement.

Parents should remember that children are sure to have amusements; if not those selected by the parents, then those selected by themselves or by their companions, whose judgment it is frequently not safe to trust. The question to decide is, whether it is better to help them select amusements which are beneficial, or leave them entirely free to select their own amusements, which are likely to be injurious. To ask the question is to answer it.

Character of Home Amusements.

As before indicated, the character of a child's amusements is very important. What they shall be is for each parent to help decide in the light of what he thinks best. However, it may be well to call attention to a few of the characteristics which it is well for them to possess.

They should be interesting. If they are not, it will be impossible for the children to find much pleasure in them.

They should be as instructive as it is possible for the children of the particular age to enjoy. A great many social games may be selected for the reason that they involve a large amount of information and intellectual training.

They should be such that their influence will impress the fundamental truth of right living. If they are such as to give the impression that luck is more apt to determine success than careful playing, or that dishonest play is the best way to secure the desired end, a false idea is likely to be impressed and stick to them the rest of their lives. By such games endless numbers of bright young men have early been trained for dishonest lives.

A Child's Playmates.

Every child will have some playmates, either good or bad. Which it shall be will be determined by chance, partly by the wish of the child, and, it is hoped, largely by the parent. Not excepting the

influence of the parent and teacher, none is more powerful for the development of the child than the influence of his companions. Though the parent and teacher do all they can to help in developing high and noble characters, nearly all they have accomplished may be undone by one or two companions whose influence has a blighting effect upon the developing character of the child.

Though this is the case, it is not good for children to be alone. Such as are, cannot develop as they should. Neither is it well for them to be much with nurses or those much older than themselves. This results in unnatural and injurious precocity. If there are a number of children in the family they should learn to play together in the proper spirit. This is not always as easy as it may seem, but it is important for many reasons.

Depriving Children of Playmates.

The utter folly of depriving a child of playmates should be apparent to most parents. The child is being prepared for life; for companionship with others. Childhood is the time for him to learn to bear and forbear; to sympathize with the afflicted; to develop that loving kindness which will make him beloved in after years; to avoid the wrong and select the right; to develop habits of self-control and self-denial; to discover that he is only one of the many, and not the only one to be considered. In short, to learn all those things which will prepare him for true living.

Since this is so, none but the foolish parent will strive to keep children away from others. There are many forms of evil which they should know nothing of. Yet there are many evils which all must know. The important lesson to be learned is to avoid the wrong because it is wrong, and do the right because it is right. The child who learns well this lesson will surely develop a noble character. There is little hope for the one who fails to learn it. No wonder that the child most closely guarded quickly succumbs to all forms of evil temptation when the time comes for him to leave the secure home fortress.

Influence of Companions.

There are many things which a child can learn much better from children of about the same age than from adults. There are influences and impulses which he feels and develops only when in company with those of the same age. Therefore, let it ever be remembered that it is of vital importance that those with whom he plays are such as will aid in developing influences and feelings along right lines, rather than in the opposite direction.

Because of the great influence of playmates, parents should be guided by this consideration in the selection of a residence. They should also consider carefully the selection of a place for the child's education and the selection of a school. This important matter should also be considered in the selection

of servants. In very many cases the parent can have but little to say concerning these matters. However, this is no reason why attention should not be called to the importance of the subject.

Where the parent can possibly do so he should take great interest in seeing that the school which his child attends is taught by a teacher whose influence is what it should be. Next to the parents there is no one person who will probably exert such a lasting influence upon most developing characters as will his teachers and companions.

The Study of Companions.

It is the duty of every parent, not only to know who are his child's companions, but to study each companion, that he may know what influence each one is exerting upon his child. Only in this way can any parent properly perform the duty which devolves upon him in the training of his child. This cannot be done unless the house is open to these companions, and unless there is a sympathetic ear for all the child may have to say concerning those with whom he is prone to play. Knowing the characteristics of each companion, the parent may easily encourage play with some and insist upon the avoidance of others.

Selection of Companions.

Some parents insist that they should leave the selection of a boy's or girl's companions to the boy

or girl. When it is too late they will probably discover their mistake. Surely, those who fail to appreciate the importance of doing all they can in the selection of proper companions neglect one of the most powerful agencies in the training of their precious children. It is very much to be doubted if the influence resulting from such neglect can be counteracted by anything else the parent may do on behalf of the child.

Parents, then, should ever be mindful of the fact that, next to themselves, the companions of their children will most largely mold them. God has given children such impressionable natures that, unconsciously, they are influenced by all those with whom they come in contact. They will imitate their playmates' language, their walk and their actions. They will acquire the same tastes; their minds will run in the same grooves. They will laugh or cry with them. They will feel noble, kind, earnest, or have the opposite feeling with them. We must not forget that as a mirror they will reflect the peculiarities, both good and bad, of those with whom they associate.

A Few Proverbs.

That these statements are in accordance with the general belief is shown by many proverbs of the present and the past: "Tell me your company and I'll tell you what you are." "Keep company with the good and you'll be one of them." Kingsley says, "Men become false if they associate with liars;

cynics if they live with scorners; mean, if they live much with the covetous." Tennyson says, "I am part of all that I have met." How many, like Charles Lamb, have selected the wrong kind of companions! Like him they also could say, after ten years of such company, "Behold me now, at the robust period of life reduced to imbecility and decay. Life itself has much of the confusion, the trouble, the obscure perplexity of a troubled dream."

Parents, would you save your children from such certain, fearful retribution? See that you know who their companions are. See that they are not in company with those who, by vaunting the pleasures of shame and dishonor, may beckon them on toward wasted lives.

XXIII.

THE CHILD AND THE SCHOOL.

Hard Questions.

Many anxious parents ask themselves such questions as, At what age should a child start to school? What about the kindergarten? Shall I send to public school or private? Since the future welfare of a child may largely depend upon the proper answers to these questions, they are of vital importance: for next to his own home, his school home most powerfully influences each child's development.

Too many parents send their children to school for the purpose of getting rid of them. It is quite natural that the tired mother should feel disposed to shift the responsibility to the shoulders of the teacher. However, is it not the parent's duty to consider, not her own comfort, but rather the mental, moral and physical welfare of the child?

Age of Entering School.

The age at which children may be sent to the public school varies in the different States. Six admit at the age of four; nineteen at five; twenty at six. Some children develop more rapidly than others; but few, if any, are sufficiently developed to

be deprived of their mental and physical freedom before they are five years old.

Many who have reached the age of six should not be kept in school more than one-half a day, unless the work is imbued with the kindergarten spirit. The records prove that most children who enter at the age of seven or eight soon overtake and pass those who have entered at an earlier age. Worse than this, too often those entering early become dwarfed mentally, when they should be at their best. It is important to remember that these first years are a time for physical growth. By their childish play and simple investigation they will learn more between the ages of three and six than they will ever learn at school in twice that time.

As to Kindergartens.

The child who is sent to the kindergarten should be sent before the age of six. Better at the age of five, provided it is a kindergarten in fact and not merely in name. If the so-called kindergarten instills, in a pleasant way, habits of obedience, attention, truth, tidiness, order, courtesy and good manners in general, it is a good kindergarten. In too many most of these ends are not reached. If the teacher is well prepared and has the right spirit it is safe to trust your child's interests to her. Otherwise, it is not. The right kind of a home will be far better than such a school.

Public or Private School?

Shall the child be sent to public or private school? This is a hard question to answer, unless it be answered by saying that he should be sent to the best school. Other things being equal, that school will be where is found the best teacher.

Some private schools may have certain advantages over the public schools of some localities. The convictions of some lead them to send to schools for that denominational instruction which they feel is a necessity. Many of these find it best to transfer to the public schools as soon as they can conscientiously do so.

Where they are what they should be, it will generally be found that the best training is given in the public schools. Their equipment is generally far superior. The State requires a certain definite pedagogical training of every teacher; while anyone, without special preparation, can teach in a private school.

Too many parents send their children to private schools because, so long as the tuition is paid promptly, their children are permitted to do about as they please and study when and what they like. Thus they unwittingly injure their chances for the future. Before it is too late many discover the mistake and send them to the public school, where they are treated just as they deserve to be, regardless of the homes from which they come. This is certainly the best preparation for life.

Lack of Parental Interest.

The lack of interest shown by many parents in their children's school is one of the wonders of the present day. Many seem to think that the school life consists entirely of recitations, and that it is merely for this purpose that children go to school. This is a very small and the least important part of their training. If it were the most important part, parents might be excused for their lack of interest. There might then be some excuse for not paying the poor teacher such a salary as would enable her to live as she should, and improve herself as she would.

Moral Influence of the Teacher.

The teacher's moral influence is by far her most important influence. What have you done to make certain that it is what it should be? How often have you visited the teacher, unless to tell her how much you don't think of her, or to make some complaint? If you have found a worthy teacher and are pleased with your child's progress, what have you done to encourage her? How often have you told the principal or a member of the Board of Education what good work she is doing, and what an outrage you think it is to pay so little for the services of one who is doing such a grand work in molding for weal or woe the lives of so many precious little ones?

Are you one of those ever ready to find fault? Does it not keep you busy managing two or three children of your own? How would you like to undertake the care and training of from forty to sixty belonging to some other people who don't care enough about their children to ask who their teacher is?

Preparation of Parent and Teacher.

When finding fault with a teacher, do you ever stop to think that at least ninety-nine out of every hundred teachers are better prepared for the training of children than are most parents? They have spent years striving to learn how best to educate these precious children. How much time does the average parent give to this subject? Would it not, therefore, be best for parents to try to co-operate with the teachers?

Co-operation of Parents and Teachers.

Have you ever really tried to learn how you can help the teacher so that she might accomplish more for your own dear child and those of others? Do you ever believe what your child says without hearing the other side of the complaint? Should not parents and teachers work together? If they pull in opposite directions will not the interest of the child remain stationary? Before criticising, will you not stop and remember that the teachers' work is very difficult at best? It is probable that your

child's teacher is making the work more interesting and profitable than any teacher to whom you have ever gone; for the schools of to-day are infinitely better than they were twenty-five years ago.

Criticising the Teacher.

Have you ever criticised the teacher in the presence of your child? If you do, are you aware of the fact that you are injuring your child a hundred times as much as you are injuring the teacher? When he finds he can depend upon you he will say the teacher has a "pick at him." It is quite natural that you should believe his story. But should you not investigate before letting him have his own way about leaving school? On your way down the street, watch for other boys whose parents believed that they were "picked at." You can see them on every corner; a cigar in the mouth, impudence in the face, a swagger in the walk, and don't-care-a-cent in the manner. They think they are older than their parents, know more than all their teachers, and are probably running a downward course faster than the latest automobile.

How Parents Can Help the Teacher.

Might it not be well to consider how you can help the teacher manage and train your child? Is it not best to take for granted that the teacher is right, unless you are led to the opposite conclusion after careful investigation? Do you really want to help

the teacher and your children? See that they are neat and clean, that they attend school regularly and promptly, that they understand that you expect them to obey their teachers; that they work industriously while in school. Will you do this? If you will, you and your children will never regret your having done so.

Boarding Schools.

There are times when it seems best to send boys and girls to boarding schools. Generally it is a mistake. Better keep them under your own eye. If you must send them to boarding school, select the school with great care. Like a poor teacher, a poor school is dear at any price.

What Shall Children Study?

Don't be in a hurry about having your children take advanced subjects and other languages. It is more important that they learn to observe, to think, and compare, and that they understand and have something to say in English, rather than know many languages and have nothing to say in any of them.

A moderate knowledge of music and a smaller amount of painting are good for some, especially the girls. But do not rush the decorative portions of their education. Remember the three Rs and see that they do the same.

XXIV.

TRAINING A CHILD TO TELL THE TRUTH.

A Common Fault.

Nearly all children seem to be guilty of telling more or less falsehoods. This habit is one of the most difficult to correct. Many mothers are ready to deny, with indignation, the statement that their children ever told a lie. However, very few men noted for their veracity can be found who will claim that, as boys, they never told any stories. It might be well for parents to consider this fact when they are about to judge harshly a child who has not spoken the truth.

A Difficult Matter.

Upon first thought, it seems that we have a right to expect the truth from every person at all times, and especially from children. But is it such an easy matter to tell the truth? Is there any good reason why we should feel shocked when a young child tells a falsehood? What do we mean when we say a child ought to tell the truth? Do we not mean that it is the child's duty? What does a young child know about duty? Nothing, until it has been in-

structed. Even then very little, until it has reached school age or even later. Most of us will agree that the incentive to do right, because it is a duty to do so at all times, is such a high incentive that even adults frequently hesitate, and many times fail to respond as they should to this moral obligation.

Hard to Punish Properly.

How many conscientious parents have been perplexed to know how they should punish a child who persists in telling falsehoods! Mistakes of management here may so easily drive a child into becoming a confirmed story-teller, not only while a child, but even after he has reached manhood. Some children seem to have no sense of honesty whatever. They will tell stories without any apparent provocation. Sometimes they will even tell untruths when against their own interests, so that it seems impossible to understand them. Every person of experience has known such. All know that many of these have turned out to be the most reliable men and women. Is it any wonder, then, that a thoughtful parent approaches this subject prayerfully and with fear and trembling?

Why Children Are Untruthful.

In early years the distinction between realities and mere fancies of the mind are not clearly perceived. Very few adults can tell the exact truth about any accident they see. Nearly every person sometimes

stops and hesitates before he is sure whether he really had a certain experience, or whether it is merely a dream. Have we not all sometimes asked ourselves the question, "Did I dream this, or did I read it, or did someone tell me of it several years ago?"

Remembering is simply bringing into our minds images of what has been there before. It is merely another form of imagination. How easy it is for anyone, especially a child, to fail to distinguish between the image now in the mind and one that was prominent in the mind some time in the past! How natural for a child thinking about a runaway to confuse the image now in the mind with the one that might have been in the mind some time ago. If he does, he would say that he saw a runaway and tell all the details he remembers from the picture in his mind. He would then be telling what he thought would be the truth, even though it was a falsehood.

When we consider that the mental faculties of children are all very immature, and that their minds are occupied with such a multitude of various kinds of sensations as to form a bewildering maze, need we wonder that children are apt to handle the truth rather carelessly? Are there not the best of reasons to justify our being amazed that, so frequently, they are able to distinguish so well between the images of the true and those of the false, when we ourselves can scarcely understand how we are able to do so?

Other Reasons for Untruthfulness.

As children grow older the power to distinguish between images of the present and the past should become stronger. It is therefore necessary to look for other explanations of seeming untruthfulness. Do not parents and others tell children fairy stories for the sake of pleasing them? They do not expect children to believe them, so that, in one sense, they are not untruthful. Now suppose a child is asked whether he was kind to his little sister. He may answer that he was, not so much because of fear of consequences as because he dislikes to displease the parent. Is there a parent who does not remember such instances? Is not such desire praiseworthy? Such a child does not reason deeply. He does not analyze. He cannot.

Sometimes the parent will playfully say to a child, "I am a big bear and I am going to eat you," and many such expressions. This is all right. It is not wrong. The child knows that he is just playing. Yet the images in the child's mind will be so real that the child will run in great fear. It is, indeed, very hard for any child with a vivid imagination to readily distinguish between images. Need we wonder that they draw on their imaginations when talking to others?

Even Parents Make Sad Mistakes.

Sad to relate, many parents make it very hard for their children to be truthful. How often they

promise but do not fulfill their promises. The worst of it is, many times they have no idea of fulfilling their promises. Sometimes a parent will, in the presence of children, welcome most cordially some unexpected and undesired caller. It has been reported that after the doors are closed all manner of unkind things are said in the hearing of the children. How often is this the case? What a terrible example for children! One little girl, on being told to go to bed as soon as some callers left, said, "Oh, please let me stay up; I want to hear what you say about them!"

Many times children perceive that parents are deliberately lying about something. Other times, at least, it is said parents tell the children to inform unwelcome visitors that they have gone down the street or are not at home. Sometimes one parent will, deliberately, and with the knowledge of the children, conceal things from the other parent, and not hesitate to tell untruths concerning the matter. Some cases are even worse than the above-mentioned, but these are bad enough. Under such circumstances is it any wonder that children have little idea of the importance of telling the truth? Need we be surprised that under such training children soon learn to deceive even more successfully than their parents?

Important Conclusions.

Don't imagine that children naturally tell the truth. They must be trained to do so, as they

would be trained in any other desirable habit. Parents should not expect them to be trained by harsh knocks, which so often result in injury to the child.

The parent should not feel too much worried if a young child is continually telling stories. The remedy lies in proper training.

If a child shows great fear of the consequences, the parent should carefully consider whether the consequences have not been too severe in the past. Is it not true that, very often, children are driven into telling untruths by the mistakes which the parents have made in punishing falsehoods?

The young child who tells an untruth should not be punished severely, if at all. What such a child needs is the right kind of instruction; not punishment in anger. He should have an explanation of the evils resulting from a continuance of such practices, if he is not too young. When a child does tell the truth, under trying circumstances, too much approval cannot be given. By stories concerning truthful children, and in various other ways, no effort should be spared to train children so that they will get in the habit of telling the truth.

Finally, let the parents be sure that they not only encourage their children to tell the truth, but that they show them how to do so.

XXV.

THE MANAGEMENT OF THE STUBBORN CHILD.

The Meaning of Stubbornness.

How many parents have wondered what they should do with the child who positively refuses to do what he is told! What can be done with such a child? The answer is not easy. What might answer for one child may be of very little use for another. Too many parents think the child is depraved because he is stubborn. Such is not the case. Stubbornness is simply an indication of a strong will and should be treated as such. In a later talk on the training of the will, attention will be called to the fact that a strong will is a most excellent thing for a child to possess. The trouble comes, of course, when the child "won't" do right, but wills to do wrong.

A Diamond in the Rough.

Let the parent who has a child that is disposed to be stubborn not lose heart. Such a child is a diamond in the rough. Have you ever seen such a diamond? There is nothing interesting in its appearance. None, save those who can see below the

surface, would consider it of any value. Yet properly handled it will show the brilliancy of a gem of priceless value. So it will be with the stubborn child, if only the parent has wisdom and tact enough to discover how such an one can be reached.

The Result of Continued Stubbornness.

If the child who is supposed to be stubborn persists in stubbornness, the result may be very serious. It is apt to affect, if not prevent, his future success in life. Once such a habit is firmly fixed, it will not only show itself in the home, on every occasion, but it will also assert itself in the school and in society. These are the ones who are most likely to be misunderstood and unappreciated, both at home and in school. Too often they are those who cannot be tolerated in company with other children, lest other children pattern after them. The result is they are expelled from school, educated on the street, and housed in the jails and penitentiaries of the land.

One Way of Managing a Stubborn Child.

A child who had an exceptionally strong will was trained into an entirely different kind of a child by the following treatment when still quite young. When he refused to do as he was told he was required to take a particular seat, and in the kindest tones it was explained that certain consequences would certainly result if he did not comply with the request made. Care was taken not to make any

threats which would not and should not be carried into execution. He was told to think the matter over and decide whether it would give him more pleasure to do as he was bidden, or to receive certain punishments and lose some privileges which he would very much enjoy.

As was expected, he decided to lose the privileges and take the punishment rather than comply with the directions. Great care was taken to see that every detail of the punishment was carried out in the most kindly manner and yet with such firmness as showed that he need never count upon the slightest modification of the penalties promised.

One Punishment Sufficient.

The next time he refused to do as told he was placed in the same chair, and somewhat similar promises made. After thinking the matter over for about two minutes he said: "Papa, I will do what you tell me." He had deliberately considered the matter and made a choice. He had discovered that it did not pay to suffer the loss of a great deal of pleasure for the sake of the satisfaction of having his own way.

Not a few times thereafter it was necessary to place him in a chair and await his decisions. In but few cases, however, did he decide other than wisely. Later he was trained into habits of obedience by requiring him to comply with such directions as, "Get up on this chair!" "Come here!" "Go

to that corner!" "Sit on the floor!" and many other similar commands. These directions were given as if it were a game.

Some may object to such a method, but it resulted in forming the habit of obedience in a child of unusually strong will. In the past eight years that boy has not once refused obedience to the expressed wish of the parent.

May this case not be suggestive to some parents who are naturally disposed to show that they cannot only be more stubborn than their child, but that, by relying on greater brute force, they can compel them to do as the parent orders? Such conduct is not worthy of a loving parent.

How a Child Was Saved.

This little boy, spoken of above, when scarcely two years old, had climbed to the top of a fire-escape on one of the highest buildings in the city. When discovered he was in imminent danger of being dashed to the pavement below. The crowd gathered, while the agonized father was preparing to ascend and endeavor to rescue the child. As he started up, the little boy, in glee, tried to escape by crawling upon the edge of the roof, where the least slip meant certain death. Under the circumstances the father did not dare to climb upward, lest, in his efforts to escape, the little boy would fall from the edge of the roof. What was to be done!

As stated above, the child had been very self-

willed. Only by the most careful, persistent and systematic training had it been possible to secure prompt obedience from him.

In the way indicated above he had been trained to obey implicitly. Remembering this, the father walked out into the middle of the crowded street, where the child, standing on the edge of the roof, could see him quite easily. In a loud, firm voice he cried, "Willie, sit down! Sit down!" Immediately the child sat upon the edge of the roof. When the father started up, the little boy was disposed to get up and run along the edge of the roof. However, in obedience to the repeated order, "Sit down!" he remained seated until, with great difficulty, the father reached him, clasped him in his arms and brought him safely from the dizzy height. But for his having been trained away from stubbornness into implicit obedience, that dear child would have been dashed to death twelve years ago.

How to Manage the Most Stubborn.

In the great proportion of cases of stubbornness the child is not intentionally so, though the contrary may appear to be the case. It seems almost impossible for some children to comply with requests made under certain conditions. They seem positively mulish, in the very worst sense of the word. Luckily there are very few such. Many of these are under an intense nervous strain. It seems that one of the best ways of managing such a child is to

strive to get the child to think of something else. If he can be made to forget, it may be easy to lead him back to the desired path.

Those who have had experience with a balky horse will understand what is meant. Such have discovered that no amount of beating will have the slightest effect. One man, whose horses were drawing a load of hay, endeavored to start one of the horses by building a fire under the horse. The horse moved far enough to get himself out of danger and to set fire to the load of hay. By unhitching the horses the man saved them. He has not yet been able to collect the insurance on the hay and the wagon. The parent who uses brute force with a stubborn child of nervous temperament may fare far worse than this man. Those who are most successful in the management of such horses find their greatest success in diverting their attention by tickling the nose, putting dust in their mouths, giving them something to eat, or in some other way making them forget their determination to be balky. May there not be some suggestion in this method of procedure for those parents who have exceptionally stubborn children?

XXVI.

THE TRAINING OF THE ONLY CHILD.

Why the Only Child Is Spoiled.

How often the only child grows up to be the opposite of what parents and friends would wish. That such is the case all must admit. That there is some good reason for this being the case many have surmised. What the reasons are few have attempted to say.

One great reason why the only child is likely to be spoiled may be found in the fact that the parents are disposed to give the child nearly everything he desires. Being the only child he is likely to get much more than if there were several children. His every wish is granted by parents, grandparents, uncles, aunts and friends. Such being the fact, is it any wonder that a child treated in this way is apt to grow selfish and expect the same treatment from everybody, even when he grows older and should know better?

The only child is apt to be petted and complimented by all. If there were more, the praise would be divided. All love a pet, and it is well for all to have one of some kind, if it be only a dog, cat, a horse, or some other animal. But it is very injurious for a single child to receive all the petting which

loving parents are apt to bestow. No parent should withhold commendation for praiseworthy acts, but the undeserved praise which the only child is apt to get is likely to make him so proud and overbearing that life is miserable for those who come in contact with him.

From the time the only child learns to walk he is apt to be followed persistently. At every turn he is met by a restraining hand. Much less opportunity is given for development than to those children in families where the number is such that a great amount of freedom is necessarily permitted. Such children may receive a few extra bumps, but they will learn lessons which will prove invaluable in after life.

The Only Child Sometimes the Best.

While it is, indeed, very much harder to properly train an only child than one of a number of children, the fact remains that some of the very best trained children have been those who came from families where there were no other children. Where this is the case it has been the result of the parents appreciating the peculiar danger and difficulty in the training of an only child. Seeing clearly the dangers, it is possible to avoid them. It is hoped that the few suggestions in this talk may give help to many who are endeavoring to train an only child.

Those who have the responsibility of training a single child should guard carefully lest they overdo

the training. Too frequently this is the reason why the children of ministers do not turn out as they should. Being intensely interested in the proper training of their children and being determined to do everything that is best, they have sometimes been led to repress far more than is best. Many times such parents do more harm by too much training than is done by other parents who are much lacking in all systematic training.

The Children of the Rich.

What has been said concerning the training of the only child applies with equal if not greater force to the children of the rich. Certain it is that the children of the rich are generally at a great disadvantage in the battle of life. It is the exception when such are able to hold their own in competition with those who come from families in which luxury is unknown. The motto, "Give the poor boy a chance," should be changed. It should be made to read, "Give the child of the rich parents a chance." The poor boy will take a chance and hold it. We need not bother to give it to him. We are told on the best of authority that it is easier for a camel to go through the eye of a needle than for a rich man to enter the kingdom of heaven. The same figure of speech might be used to emphasize the difficulty of properly training the only child or the child of wealthy parents. Too much prosperity is apt to ruin adults. Is there any wonder that a child is

almost certain to be ruined by having his own way all the time?

The Child Who Bosses the House.

Who has not seen a child running the house and all in it? Who has not felt sorry for the unfortunate parent on the street, in the car or in the home? Many times one feels disposed to take charge of such an one for a short time. On such occasion there would probably be an attempt to cure "by the laying on of hands."

No one who has watched a spoiled child bossing things could fail to feel sorry for the parents. Many times they are deserving of pity. In some cases they do not seem to know they have really nothing to say on most subjects. In other cases they realize the condition but seem helpless.

But should not the child be pitied even more than the parents? It is not his fault, but the result of improper training; upon his young shoulders rest the cares of the house. He must decide whether the parent shall go out or remain at home, whether he shall go to bed or stay up longer, whether he shall eat what is put before him, and as to a great many other questions which most parents decide for their children, thereby relieving them of a great responsibility.

Who Is to Blame?

When such a condition exists whose fault is it? At first we are disposed to blame the child. But is

that just? Under the same conditions, would we not have acted the same way? Long before such a child could utter a word he was probably trained to do what he now does. Before he was a month old he was probably taught that, even if comfortable, he should not lie quiet, but should cry, that he might be walked, rocked or patted until he fell asleep. Ever since that time he has probably had such training which most certainly prepared him to be the despotic ruler of the house.

But place the blame where you will, the fact remains that no parent has a right to ruin a child by allowing him to assume the duties which belong to the parent. It is the parents' duty to decide for the child until he has developed sufficient judgment to decide for himself. It is the child's duty to obey, and the parents' duty to see that he does so.

XXVII.

QUESTIONS AND REQUESTS.

The Child an Animated Interrogation Point.

It is perfectly natural for every healthy child to ask frequent questions. Every sense reaches out after knowledge. Before he can speak he looks his questions. After he can talk he is always ready to ask them. The parent who undertakes to answer all the questions which a child may ask will have but little time for anything else. It is, therefore, very hard to say what is best for a parent to do with reference to the many questions.

Importance of Questions.

The answer to a question is the beginning of knowledge. But for the answers which a child receives to his questions he could make no start in knowledge. His progress ends when he can no longer receive answers from books or from other sources. That parent whose child does not desire to ask questions is to be pitied. He should consult a doctor in the hope of discovering the cause of the affliction. Such a child is in danger of death from intellectual starvation.

The tendency of children to ask questions should

be made of great use in the training of children. It opens the door to the child's mind, and to his heart as well. For this reason, if properly understood, they may prove to be blessings in disguise, not only to the child, but to the parents as well.

Natural Tendency of Parents Wrong.

The natural tendency of the tired parent is to endeavor to repress, or entirely prevent the child's asking questions. This is very wrong. The effort which the parent should make is to train the child to ask the right kind of questions, and to ask them at the proper time. The parent who can do this will have but little trouble from this source.

Curiosity No Crime.

No parent should fail to remember that curiosity is most natural to all, and especially to children. Since it is so, children should not be criticised for asking questions. The child finds everything full of mystery. If he is gifted with the average intelligence he cannot help seeking to find an explanation for the wonderful things which surround him. Yet it is reported on good authority that some parents have been heard to exclaim, "Stop asking me questions!" "You will drive me crazy!" "Don't bother me with any more questions!" "I'll whip you if you don't stop asking me questions!" The parents' attitude should rather be shown by such statements as the following: "I am very glad to have you ask

me proper questions about what you wish to know. I am busy now, but this evening I will try to answer your questions." Who will doubt the difference in effect upon any child?

How to Answer a Child's Questions.

In answering a child's questions the parent should remember that, in most cases, the child is not seeking for the details of knowledge. He generally wants only the main facts. He does not want an extended discourse on any subject. Therefore most answers to young children should be very short and to the point. If parents would but remember this they would find much less trouble in answering the many questions which are sure to come.

Some questions require more time and thought. They therefore cannot well be answered at the time. This is especially the case with questions of older children. Such questions may be postponed until a more suitable occasion. The important matter is that the child should feel that he is free to ask questions about those things which are of interest to him, but concerning which he has no sure means of gaining information. If he has a way of finding the answer by reference to cyclopædia, to some other book, or in some other way, he should be required to answer his own question.

What to Do About Some Questions.

Many times parents will be asked questions which

they cannot answer. If such is the case a parent should not hesitate to say, "I do not know, but if you are anxious to understand I will look it up and explain it to you later." Many parents refuse to do this lest the children think less of them. Is this not a mistake? Even the child soon learns that the field of knowledge is boundless. He soon realizes that it is impossible for any person to know even a small part of what is to be known. While to some parents the whole world is a field, to others a field is a world. Why, then, should they not be frank with their children in this matter, as in other things?

Again, there are questions which it is not right or best that parents should answer. Such questions may be passed over with the statement that they cannot be explained now, or that it is not necessary for them to understand it at this time. They may be told that when the time comes all these things will be made clear to them.

A Child's Requests.

There are many things which it is not safe for a child to have. Some would be injurious, if not fatal. There are many other things which it is not best for a child to possess. As his protector, it is the parent's business to see that the child does not get what is injurious. These things it is easy for the parent to refuse. The sharp knife, the bottle of poison, the loaded revolver, would be denied a child very quickly. However, too many find it almost

impossible to refuse many things which the child should not have, even though they are not especially harmful.

A Hard Matter.

How hard it is for a loving parent to refuse to give what a child cries for or what it pleads for! It gives so much pleasure to make the child happy. He enjoys it so much that it is indeed very hard to refuse where it is possible to grant the request. Yet the most unkind treatment any parent can give is to grant everything asked for. Such a course means almost certain ruin. How many parents do not appreciate to its fullest extent the truth of this statement!

What a Child Should Be Denied.

That every child should be denied that which will injure him all must readily admit. Yet is it not a fact that many children are not denied many things which, in reality, do harm? It is wrong to give a child every toy it wishes. It is positively injurious to give a child to eat whatever he asks for. Every parent must judge for himself what the child should be denied and what he should be granted. No parent should fail to see the importance of refusing, even though it means temporary pain for the child or even for the parent.

Childhood should be the happiest time of life. A child should suffer no more pain than is necessary to properly train him for the life which is to come. He should not be met by denial at every turn. How-

ever, the fact remains that it is of great importance that every child should find quite early in life that his every wish cannot be granted. Most parents cannot have nearly everything they desire. To be happy in life they must learn to forego many pleasures they would like to enjoy, and get into the habit of enjoying greatly those things which they do have. Thus only will their lives be happy. Is it not likely that the child will also fail to get many things he will wish to have when he is older? Is it not very important that he should be trained to take as a matter of course his failures to secure many things he asks for? Only thus will he be fitted to meet life's many disappointments.

Children Expect Too Much.

Most children of the present time expect far more than they should. Their parents were glad for the wagon made from an old box, with spools for wheels. The child of to-day is satisfied with nothing less than automobiles of various sizes and colors. The parent was glad, perhaps, for a rag doll which was loved for its hideousness. The child of to-day expects to have a whole family of expensive dolls, made as life-like as possible. The parents considered themselves fortunate if they were given the privilege of looking at a book, even though not at all suited to their age. Now the child is given many books prepared expressly for children. Is it any wonder that children expect much more than it is necessary or best that they should have?

XXVIII.

THE FEARS AND SORROWS OF CHILDREN.

Children Naturally Fearful.

Nearly if not all children quite early show signs of fear. However, the very young child probably has no fear whatever. Such a child does not hesitate to go into almost every kind of danger. That such is the case most will admit.

The more nervous a child is the more fearful he is likely to be as he gets older; however, if proper care is taken fears may be prevented from gaining more than temporary control over children. If not dealt with properly they may injuriously affect them all through their lives. Foolish the parent who thinks that fears are the signs of weakness. They should be considered as the natural result of living in the world of imagination in which the child exists. As such they will hold sway over the child's mind until developing reason and careful treatment remove the causes.

How to Deal With a Child's Fears.

It is of great importance that the fears of children be dealt with in great tenderness and with much

consideration. Yet, how often the thoughtless parent makes them a subject of ridicule.

Sometimes innocent children are brutally whipped for the purpose of making them less fearful. From what will be said upon the emotions and the imagination of children it will be seen that no treatment could be more unwise. Surely the time has come when those having the managing of children should have some idea of the significance of childish fear. All should see clearly that it is not cowardice, and that the child may really be braver than the man who faces death in the front line of battle, and yet be fearful. Fear is the perception of danger. Cowardice is being afraid to brave the danger.

The Child Who Fears Nothing.

Some children seem to fear nothing. With such something is radically wrong. While it is not expected or best that all should be as fearful as are those who have lively imaginations and sensitive emotions, yet it is best that children should have some fear. If they have not, at every turn they will meet with accidents which most children would avoid. Children who have no fear would not hesitate to go near many places which every child should avoid. Such a child is evidently almost entirely lacking in those mental powers which every child should possess.

Different Kinds of Fears.

Children have many different kinds of fears.

Some are governed more by one kind, and others by entirely different kinds. Some have reasonable fears, others have unreasonable fears. The sensible child will fear the fire which has burned him, or anything else which has injured him in any way. If talked with and shown that at a certain distance, and under certain conditions, no unpleasant consequences will follow, it is quite easy to train him to be no more fearful than he should be.

A great many of the child's fears are the natural result of a vivid imagination, which has been unduly stimulated by senseless stories of nurse or parent. Of all fears these should be dealt with most tenderly.

The children of nervous temperaments are generally those most sensitive to such fears. Many of them suffer almost daily and nightly such anguish as would drive their parents into insanity. Greatly are such children to be pitied if their parents, because of real, acquired or pretended lack of fear, have no sympathy with these fears. There is no use telling children that they are unreasonable.

The Dreams of Children.

How terribly many children suffer from the awful dreams which awaken them from the deepest sleep! Indeed it is hardly possible for us to sympathize with such as we should. What parent cannot remember some terrible dreams which unnerved him, even after he was old enough to know that so far as is known there was absolutely nothing in

dreams? Surely such a parent should be most patient with the fearful apparitions which are intensely real to every child.

Many a child has been injured for life, and condemned to become a nervous wreck because of the parents' disregard of these fears of imagination which run riot when we are asleep and judgment is off guard. Like the insane person, the child in his sleep, to a certain extent, sees the images as if they were real. In too many cases the exciting and terrible stories told by parents to their children are the direct cause of many of the worst dreams of children.

Bedtime.

Some parents have never given any consideration to the claims of their children when they are about to retire for the night. Is this not a mistake? It may be argued that children should learn to go to bed when they are told and to go to sleep promptly. Let it be acknowledged that this is the case. The fact remains that there are times when they cannot do so. Often young children will lie for hours thinking of hobgoblins and a hundred other things which excite and scare them. If reports can be believed, many times thoughtless or selfish parents and nurses try to scare children to sleep by telling them terrible stories of what may happen if they do not go to sleep at once. Such treatment is barbarous, and, if it cannot be stopped in some better way, it justifies attention from the Society for the Prevention of Cruelty to Children.

Surely if there is one time that a child should hear only kind, quieting words, it is when it is about to go to bed. The last thoughts before going asleep are likely to be the ones which not only determine the kind of rest the child will get, but even the character of the child in the future. If you have kind words of approval, give them now. See that, except in extreme cases, the nervous child is not put to bed with harshness. This hour before going to bed will be remembered long after others have been forgotten. If you no longer stop to give a kiss to your boy or girl after he or she is in bed or ready for bed, do not wonder that that child is getting to think less of the blessings of home.

Parents Like the Old Woman in the Shoe.

Some parents are like the old woman who lived in a shoe, so senseless that they postpone punishments until time for bed. Could there be any worse time? The parents in the habit of doing this need not wonder that the children soon drift away from them.

This is not even a time for speaking of a child's faults. Hold up a better example if you will, but do not rebuke now for deeds that are past.

Parents should plan, if possible, to give the last half hour or so to the children. Even with the younger children this is the time when parents can most certainly gain their confidence. At this time they, and especially the older ones, will tell many

things which they would not mention at any other time. It is, therefore, by far the best time for parents to have heart to heart talks with boys and girls.

It will be found an excellent plan not only to devote a few minutes of quiet talk, but also to read to the younger children quieting stories from the Bible, or from other books containing some moral lesson. Above all, the effort should be made to help them to sink to sleep with pleasant thoughts.

Senseless Treatment.

The writer spoke about as above to young parents who were driving their child into spasms by senseless treatment. They were raising their children by rule, seemingly ignorant of the fact that every rule has its exceptions, and that the nervous child must have more consideration than the one of the lymphatic temperament. A child who had been scared by hearing the parents talk of burglars awoke and cried, "Papa, I see a burglar." What shall we say of the parent who simply said, "Yes, and if you don't go to sleep he will surely get you?" What should be done with the parent who would leave such a little child suffer in agony until she had cried herself to sleep, that he might "raise by rule." That child probably suffered more in one hour than the father ever did in a day. Only a miracle could prevent such treatment from resulting in developing nervous trouble of some kind.

The Sorrows of Children.

Thoughtless people sometimes express the belief that children have no sorrows. This is a great mistake. Few adults have so many sorrows as have the children. At every turn they are forbidden the privilege of doing something which they wish to do.

We should remember that the sorrows of even young children are felt most intensely, though they do not last long. The child who loses his toy feels the loss as greatly as does the man who loses a fortune. Fortunately the child soon forgets. Happy the man if he can do the same.

As children grow older they become less sensitive to little trials and learn to bear disappointments. They are then better able to look more upon the bright side of life; for experience has taught them that the clouds will pass away. When they grow still older and have children of their own they are apt to forget that, as children, they ever had any sorrow. For this reason they often fail to show that sympathy which they should always show.

Sometimes the lessons which the children are given in school are far harder than parents or teachers think. If we were compelled to sit down and study a lot of Greek, without any particular object in view, and, seemingly, for the mere purpose of pleasing someone, we would probably rebel. Children cannot look into the future. The most of them have never even been told that their knowing the alphabet is important; they are simply told what

they must do. Too often neither the teacher nor the parent even takes time to say, "I know this is hard; it was hard for me when I was your age; however, it must be done to enable you to make any progress." Is it any wonder that the poor child plods on sorrowfully?

XXIX.

MORALS AND MANNERS.

A Most Important Duty.*

All parents must agree that the most important duty of the home is the fixing of right principles of character and conduct. Few will deny that a training in morals and manners is of greater importance to the prosperity and the happiness of each child than is a mere knowledge of the common branches. In spite of this fact, little or no attention is given by most parents to instruction in morals and manners. Probably the reason for this is the fact that many have not carefully considered their great importance.

Importance of Morals.

Moral acts are the most frequent, both at home and away from home. Facts learned may or may not be used. Moral acts are performed almost every minute of the day. Yet to these many moral acts we give but little attention.

Moral acts are not only the most frequent, but they are also the most important. Other acts may determine reputation in future years. Moral acts establish character. Other acts may seem to aid

* See author's book on "Morals and Manners."

success. Moral acts make certain the highest success. Learning may benefit only the child. Correct moral habits will be of benefit to his parents and many others also. The child who has talents may shine brightly. He of right morals and conduct will spread sunshine on all sides. He of great intellect may dazzle with his brightness, yet spread devastation on all sides. He of correct morals and goodness of heart will give that genial warmth which comforts and blesses wherever it goes.

Moral acts are not only the most frequent and most important. They are also the most difficult to establish. It is comparatively easy to teach most children the fundamental facts of any subject. It is a far more difficult undertaking to train them to do right because it is right, and to avoid the wrong because it is wrong.

If moral actions are most frequent, most important, and most difficult to teach, surely there is good reason for urging that more attention be given to these subjects by every parent.

Can Morals Be Taught?

It will not do to argue that morals cannot be taught except by the unconscious influence of example, which is of great importance.* To know what is right and wrong is a necessary condition of selecting the right and rejecting the wrong. Without this knowledge there can be no moral act. The

* See author's book on "Morals and Manners."

ideas of right and wrong, held by all children, and by not a few grown people, are much confused. It therefore seems our highest duty to see to it that children are given that information which will enable them to recognize the right. Having done this we should do all in our power to train them to select the right because it is right.

Manners.*

Manners rank only second to morals as an element in personality. One's manner, indeed, acts more quickly than one's morals in our intercourse with others, as it at once attracts or repels. It is most unfortunate if a good and trustworthy child has rude manners. Success in life will be hindered by these grave faults, even when all the underlying qualities are noble. We must teach our children that attention to the rules that make the daily road of life pleasanter to travel, and obedience to the social code which regulates our intercourse with others, give an attractiveness that frequently outranks talent or knowledge.

The Value of Courtesy.

All parents should note that in many otherwise finely trained and developed characters, the sturdy traits of which we thoroughly respect, we find lacking a most important quality. We may honor such people for their scrupulous integrity and crystalline truthfulness, their industry and perseverance, their

* See author's book on "Morals and Manners or Elements of Character and Conduct."

accuracy in details, their energy and foresight. Yet when they deal with others most of them do not succeed well because their manner is harsh and rude. There is no graciousness in their bearing, no geniality in their greeting. Their speech is curt and often offensive. In short, courtesy is lacking; they "have no manners."

What Must Be Taught.

This side of character and conduct is one we must not neglect in the training of our children. We should lead them to see that it is the part of benevolence and kindness to make all intercourse with others as pleasant as possible. No right-minded person will willingly add to the hatefulness and misery that already exist in the world. Let them understand that this is what many are guilty of when they say or do things that hurt the feelings of others, or when they fail to exhibit a kindly interest in others' welfare.

Teach them that there is a way of performing every action which makes it of much greater worth; that a service rendered in a churlish manner always carries with it a sting to the recipient; that a condescending manner in the rich or influential person toward his inferior is deservedly resented; that to be gruff and surly is not a mark of honesty, but simply indicates a boorish ill-breeding; that no self-respecting person will be otherwise than courteous to all whom he meets; that he will be neither inso-

lent nor cringing to his superiors; that he will not be over-familiar with his equals; that he will not be condescending or contemptuous toward his inferiors; that to do any of these things would be to proclaim his own lack of self-respect, and to show a serious mental and moral defect.

Manners Indicative of Character.

Children should early be trained to know that one of the most trustworthy tests of character is manners. Is it not true that without knowing a person, without even speaking to him, we may pretty fairly estimate his qualities and moral development by watching his intercourse with others? Kindness and sympathy cannot help revealing their presence; heartiness, manliness, uprightness, honesty, may be discovered in his bearing if present in his nature.

A Sign of the Soul's Nature.

Truly, manner is the outward sign of the soul's nature. It is always unconsciously betraying our deficiencies or revealing our better traits. We cannot get away from it. We cannot falsify or pretend to be what we are not, for the deceitfulness is also revealed in our manner. The keen observer will detect the sham, and recognize the real qualities beneath the exterior.

Early let the child learn that courtesy is not something artificial; that it springs from the heart; that it is an expression of thoughtfulness for others;

that it is doing to them as we would de done by; that at its foundation lie the great moral qualities of kindness and self-respect.

Courtesy a Refining Influence.

Among other truths which we should strive to teach our children the following may be mentioned:

Nothing will so refine the character as the practice of courtesy. Like mercy, "it blesseth him that gives and him that takes." Whoever aims to be truly courteous will have constantly before him a lofty ideal of conduct, a standard of perfection that cannot help but lift him in his attempt to attain to it.

Nothing, either, will afford so much protection as courtesy. No one can insult a perfectly courteous person. Rudeness vanishes from his presence.

The Outward Expression of Courtesy.

Manners, the outward expression of courtesy, are sometimes called the "minor morals"; yet such is their importance in daily life that we cannot class them as minor matters.

Parents should remember that good manners are rooted in courtesy, which we have seen is an essential element in a fine character. So desirable are good manners, so pleasing to others, and so conducive to success, that those of defective and even thoroughly bad characters strive to imitate them in order to pass among worthy people and to keep a place in society.

Manners are the bodily expression of inbred delicacy or coarseness, good breeding or vulgarity, truth or deceit. Good manners are really right habits of mind and body, working harmoniously. They are far more attractive than mere beauty.

The Value of Manners.

The value of good manners can scarcely be overestimated. Life is far more agreeable if all are considerate, and obey the forms of politeness in their actions and speech. Peace, serenity and restfulness should prevail in every home. The gentle manners that help to maintain such an atmosphere are well worth the self-restraint they will impose on our irritability and selfishness.

In society good manners are the passport to all hearts. Brightness and gracefulness, cheerfulness and good-will are essential in all social intercourse. The presence or absence of these qualities depends on whether or not we obey the rules that the social code has laid down for our guidance.

Gentle manners bring to their possessor an influence which, though quietly exerted, is a power for usefulness in the world. In business all transactions are helped by politeness. Many fail in life because their manner does not make a good impression; because their curtness and lack of good-breeding repel others.

How to Acquire Good Manners.

Good manners, like any other accomplishment,

are acquired by study, by observation, by imitation of the best models, by steady practice. The fine spirit of courtesy is caught largely from association with those whose ideals are noble.

If such inspiration is lacking in our environment we can always find it held before us in the great works of literature, the storehouse of ideals, and can strive to make our lives and those of our children measure up to the standards presented to us. By study and care defects may be corrected and deficiencies supplied.

Happy are those children whose natural endowment and early training have made them courteous in spirit, delicate in tact, refined in taste, composed in manner, whose behavior is always appropriate, whose words and deeds in daily life add to the pleasure of themselves and others.

The bodily graces that mark the external manners, and that, of course, depends upon practice for their perfection, are beautiful and desirable. Yet they are not so important as the qualities of truthfulness, of courage, of self-control, of gentleness, of forbearance, of kindliness and consideration for others. Those who have these qualities may enter any society unabashed; they may stand, as did Franklin, before kings, and be revered as he was by nobles and princes.

XXX.

TRAINING IN THE USE OF MONEY.

The Usual Method.

The plan which most parents follow in the giving of money to their children is to have no system at all. While it will generally be acknowledged that this is not best, yet most plans of which parents know are so cumbersome that it seems impossible for busy parents to find time to carry into practical use any plans so complicated and requiring so much time and thought.

Some parents feel that no child should be given any money at any time. This will certainly be the easiest way for parents; for if children know they will never receive any money, they will not bother their parents for it. They will probably worry them, however, by their demands for other rewards just as often. It is just possible that these rewards will be harder to grant and less valuable than money as an educational factor.

Objection to the Usual Method.

Against the custom of having no method may be urged certain objections which every parent should thoughtfully consider. It tends to train a child to

obtain desired money by teasing if not by dishonesty. It is apt to blunt his feelings of delicacy and give him the feeling of servility. The money being received at uncertain times is sure to be spent without careful consideration of its use or value. Under such a plan, the boy has no reason for taking care of his money, as he is likely to have more at any time. As he receives it unexpectedly, he has no time to make any plans or to arrive at any conclusions after deliberate judgment. There is no reason to practise self-denial, as he may have more to spend to-morrow. If he especially desires more he knows he will have a good chance to secure it by persistent teasing, if not by some worse means.

Advantage of a Regular Allowance.

Some parents wisely insist that the better way is to make a regular allowance to each child, no matter how large or how small the allowance may be. Almost every parent does give some money to each child. This plan simply requires that it be given regularly and in a business-like way. Surely such a plan has some advantages worth considering.

By giving a regular allowance the child may be taught the right use of money, than which few things are more important for the child's future happiness. Much of the misery in this life is the result, not so much of the lack of money as of its improper and improvident use. How many never learn to live within their income! How few early

realize the importance of laying aside something for the inevitable rainy day! Is not the whole pathway of life thickly strewn with the wrecks caused by not having learned the necessity of spending less than the income?

The child who knows he will have a certain allowance will soon develop such practical wisdom, forethought, economy and business judgment as will greatly surprise his parents. He will be strongly influenced to be careful of his money, as he will learn that it will not be replaced until a certain time.

Teach children the right use of money and you will have done much to make the men and the women of the future less liable to become loafers, paupers and criminals. You will have done much to teach them economy, not only of money, but of time and of energy as well. You will have taught them to be thrifty and orderly in all business and prepared for adversity. If these things are true, is not the subject worthy of most careful consideration by every parent?

Objections to Regular Allowance.

The principal objection to the giving of a regular allowance is found in the fact that children are likely to feel that they are given only that which is due them. While there is some truth in this argument, yet it may easily be met by having it understood that the allowance is dependent on such conduct as the

parents have a right to expect. It may thus be used as a strong incentive to proper conduct.

Another objection which may be urged is that if the parents give regularly they lose the great pleasure which comes from the child's grateful appreciation of what he receives unexpectedly. However, this objection may be met quite easily also. At uncertain times the parent may very properly give additional money for exceptional acts worthy of praise, or for work done, or for no reason whatever except the desire to show a loving consideration of the wishes of the child. There are many times when every child will be very anxious to have certain things which could not be purchased by what could be saved from the regular allowance. If the parent approve the purchase, there is every reason for giving a child additional at such times.

Even if these objections could not so easily be met, most parents would agree that the benefits to be derived from a regular allowance are greater than the selfish gratification of the parent, who wishes to give to please himself. Surely the future welfare of the child is of greater importance than the present gratification of the parent.

How Much Money Should Children Be Given?

Many parents who are disposed to give a regular allowance to their children have not done so for the reason that they cannot decide what would be a proper amount to give them. This is a question

which parents must decide for themselves. However, it should not be forgotten that, other things being equal, the smaller the amount the better for the child. Too many children have been trained by their parents to become spendthrifts long before they have left the parental roof. The children of some parents will need more than the children of others. Five cents each week will seem more to some children than would five dollars to others. In most cases the first-mentioned amount would be far better than the larger amount; however, the age and the proper demands upon the child and other considerations must determine the amount to be allowed.

One Practical Method.

In the hope of helping those considering the matter the writer gives the details of a plan used with his own children.

Each child was provided with a pocket-book or small bank, for the care of which each was made entirely responsible, that he might learn to guard against the results of carelessness.

On Monday evenings a certain amount of money was given to each child. The effort was made to pay promptly and systematically. Only in this way could the children learn to be regular and systematic.

Each one was required to save at least one-half of his weekly allowance. In this way it was hoped

that the children might be taught habits of economy and of providing for the future.

The other one-half was entirely at the disposal of each child. This was done that he might learn to exercise judgment in the expenditure of money. The only supervision of this amount was such as was necessary to prevent it being used for what might be injurious to their health. Certain kinds of candy were the only articles which they were not allowed to buy. Six per cent. interest was paid upon all in their possession at the end of each month. This encouraged them to save a part of that which they were permitted to spend. They also thus learned quite early the meaning of interest as well as the method of paying it.

The money saved could be expended only for such things as the parent approved. In this way they were taught to rely to a considerable extent upon themselves, and yet were governed by the parents' judgment until they proved their ability to decide wisely for themselves.

In case either one wished to buy anything which required the expenditure of more money than the amount at his command, the matter was brought to the attention of the parent. If the parent approved, sufficient money was advanced, and a mortgage on the article was given by the child.

As the child's age increased the amount of money was increased, and the responsibility of buying certain articles of clothing was thrown upon each. By

the time the child reached the age of fourteen years it was found that, after consultation with the parent, it was perfectly safe to allow him to purchase many of his own clothes. Where there was any doubt about the advisability of leaving the child entirely free, the parent accompanied the child for the purpose of giving such advice as was needed. From the time they were eight years old they were permitted to buy small articles of dress, with no one to suggest what should be selected.

A Plan for Older Children.

As the children got older it was found quite satisfactory to change slightly the method outlined above. In place of giving all the money to the children the parent kept an account with each one. Each was credited with a certain amount weekly. Against this amount to their credit they could draw at any time, as in the previous method suggested. When the amount reached five dollars it was deposited in a savings bank, and each was allowed to have entire charge of his own account.

While many would change the plan to suit their own ideas, it is believed that some such plan as the one mentioned might well be adopted by the majority of the parents.

XXXI.

HOME BEHAVIOR.

Manners Become Fixed.

The home life is so important in the training of children,—its influences are so strong in forming their habits and manners,—that especial attention should be given to the cultivation of the social graces within its precincts. What is done by children in their homes will be done elsewhere by them. The practices permitted in the freedom of family life are rarely changed in mature years. Hence there should be the greatest care that gentle manners and a due regard for ceremony should prevail. Good-breeding thus becomes a part of the nature of each; they in their turn become influential for good in their association with others. Thus a beautiful family life, where gentleness and politeness are the rule, extends its graciousness in an ever-widening circle.

Courtesy to Parents, Brothers, Sisters.

Children should early learn that the rules governing the behavior of the members of the family to one another are based upon mutual duties. The parents have certain obligations to their children.

The children have toward their parents certain duties based on gratitude, on love, on filial respect. Brothers and sisters have mutual duties based on their relationship and natural affection for one another, on a common interest in the family welfare and on proper family pride, which even the poorest should feel.

The family may also contain other relatives; servants may be kept; guests may partake of its hospitality. All of these must get along smoothly together, for home loses all claim to that name if crossness is shown, if quarrels are frequent. The wheels of the domestic machinery will move more easily if politeness constantly lubricates it.

Politeness Not for Strangers Exclusively.

Children should never fail to show their mother and sisters the same courtesy they would show to any other ladies. A boy should early be taught to lift his hat to them in meeting them on the street or in parting company with them. He should rise when they enter the room, and see that they are comfortably seated. He should always allow them to precede him. He should assist them in and out of cars; he should carry their parcels, and escort them when they wish it. In short, he should be chivalrous in his home life. No boy who is rude to his nearest relatives, or neglectful of them, who is not solicitous for their comfort and pleasure, has a right to be called a gentleman.

The sister, in her turn, should be taught to treat her brother with an affectionate courtesy. She should never fail to acknowledge his kindness. She should do for him anything in her power which he may need done.

Train your children to be courteous to servants and you will probably not be deprived of their services when most needed.

If you permit them to run to the door when some callers come, you need not be surprised if they show curiosity at times when you will be greatly mortified. It is surprising how often parents permit children to monopolize the conversation. Let them early learn to be good listeners. See that they never fail to put into their proper places articles they have been using, or clothing they have been wearing. The whole machinery of the household may be disarranged by carelessness in this respect. To a systematic, tidy housekeeper nothing is more vexatious, nothing more wasteful of time, and often of money, than this fault. It is just as easy to train them properly in this as in other matters.

Behavior at Table.

In no one thing is good or bad breeding more quickly seen that in one's manners at table. It is especially noticeable, because people are there brought into such close contact with one another. A few hints for table behavior are given in the hope that they may be suggestive.

The well-bred person will not sit too far from the table, nor too close to it, nor sidewise, nor on the edge of his chair. He will never tilt his chair. He will not finger or play with the knives, spoons, or other articles on the table. He will not put his elbows on the table, nor stick them out in using his knife and fork, nor bend his elbow in eating so as to bring his arm around at right angles to his mouth.

Unless quite young he will put his napkin on his lap, and not use it as a bib. He will use his knife only in cutting his food. He will not use his own knife, or fork, or spoon, to help himself to articles of food. He will not secure a piece of bread by stabbing it with a fork. He will break, not cut, his slices of bread, or his biscuits. He will break off little pieces of bread before buttering and eating them, and not try to eat from a whole slice after he has passed the age of infancy. He will not clutch his bread, animal fashion, by as many fingers as possible.

He will cut his food as it is needed, not all at once. He will reject bits of bone, or other refuse, by the aid of his fork.

He will take soup noiselessly from the side of the spoon, not the tip. He will use the teaspoon to stir the contents of his cup, and will never drink noisily, or from his saucer. He will never turn a glass or cup over on his nose in order to drain the

last drop. He will never gaze around while drinking.

He will never "reach and stretch" after articles on the table. He will ask politely to have them passed. He will ask the servant, if one be in attendance, and not bother his neighbor. He will never talk across his neighbor, or pass things across another's plate. He will never appear to be greedy, or eager about his supply of food. He will never find fault with it.

He will never put much into his mouth at once. He will eat slowly, and will refrain from drinking much while he is eating. He will not talk or laugh with food in his mouth. He knows that obedience to these rules will save disagreeable exhibitions of choking, and will prevent dyspepsia.

He will eat leisurely, that the meal may be a more healthful one for his interior organs, and that samples of food may not remain on his exterior, or on the table linen, as reminders of his awkwardness.

He will chew his food with his lips closed, for he knows that mastication is the first step in digestion, and that the sight of the process should be concealed.

Those who are well-bred unconsciously teach the right way by their example, and the wise will learn from them what to do in case of doubt; while the faults of an ill-bred, untidy, hasty eater are often an effective lesson in good-breeding, owing to the

disgust they inspire in one desirous of behaving properly.

What Shall Children Eat?

Children can and should be taught to eat whatever is best for them. Any child may easily be trained to eat, not only any wholesome food, but any injurious food as well. In this, as in so many other matters, parents must bear the responsibility of training in right habits.

A great many parents hesitate about insisting upon their children eating those things which they know are best for them. They naturally think that it is as hard for the children to eat what is not desired as it would be for the parents. Such is not the case. The parents prefer those things which they have learned to like. The children are forming habits. The habits of the parents are already firmly fixed.

Children in every part of the world quickly learn to eat whatever they have to. It makes but little difference whether that be oil, blubber, fruit, berries, meat, or something of all these. Why, then, should we hesitate to train them to eat what is best for them?

Training the Appetite.

Is it not true that the most of us have never given much thought to the importance of training a child's appetite? Yet does not the health of each largely depend upon the eating of what is best?

It is far better that each child should learn to eat whatever wholesome food has been prepared for the rest of the family. The exceptions to this rule would only need to be made at a time when the delicate health of the child made such exception advisable.

Parents should guard carefully against giving a child anything to eat a short time before the regular meals. If they do so, it is only natural to expect that the child will not be hungry when he should eat and will want to eat when he should not eat.

Table Talk.

The time at the table should be spent not only for supplying food to the body, but also for the higher enjoyments which come from intellectual and moral improvement. Those who consider it merely a place to get something to eat meet upon the same level as the lower animals.

Let us agree, then, that the table is not merely a feeding place for the family. Neither is it a place to review all the unpleasantness which has arisen since the last meal. Considered as such it is not only a great injury to the moral and intellectual welfare of all, but it also makes impossible the securing of the best results from the food taken.

A Time for Relaxation.

Except where the habit has become fixed to the contrary, the time for coming to the table is a period of greater freedom from worry than any other dur-

ing the day. At this time those things of particular interest to each are laid aside and those matters of general interest to all are more likely to be considered. For this reason there is likely to be greater relaxation from other matters and the time is opportune for the discussion of things which should be of interest to all.

Useful Knowledge.

If a systematic attempt is made to impart useful knowledge it is wonderful how much can be accomplished during the time which would otherwise be spent in unpleasant bickerings or worse than useless gossip.

At this time all should feel perfectly free to ask any kind of questions so long as the answers do not involve any unpleasantness for anyone. In this way the instruction can be made stimulating and beneficial. Only in this way can the table be made the moral, intellectual and physical centre of the home, as it should be.

Table talk should be such as to be of interest to as many as possible. Too many parents are disposed to do all the talking for their own benefit and to speak to the child only when it is necessary to compel quiet.

Subjects to Be Avoided.

Among the subjects to be avoided are quite a number which it is feared many make the burden

of most of their table talk. As before stated, it is no time to speak of unpleasant matters. This is but a brief way of saying there is no time for complaining of the cooking or of any other matter which is not satisfactory.

Should Children Be at Table With Their Parents?

From what has already been said, it will be apparent that there are unusually good reasons why children should sit at table with their parents. In some countries children are not permitted to do so. To the credit of our own country be it said that but few parents deprive their children of the great benefits which come from the enjoyment of this privilege.

There may be times when it will not be best for children to be at the table with parents and their guests. There may be times when certain children should not be permitted to enjoy the company of the rest at the table; as, for example, when they have shown by their actions that they do not appreciate the advantage. However, these are but exceptions to the general rule.

XXXII.

BEHAVIOR OF CHILDREN WHEN AWAY FROM HOME.

Home Training Apparent.

Wherever children are thrown into contact with the public, whether on the street, in traveling, in churches or in places of amusement, good-breeding has a wide opportunity to speak well for the home influences which have surrounded them. Bad taste, coarseness and vulgarity have ample scope for exhibition, and for proclaiming one's standards, associations and family training.

All are judged in public entirely by their appearance and actions. Many people who see children have no time to inquire into the standing of the family, and to make excuses for thoughtlessness. They grade them at first sight, and parents owe it to themselves to see that their children behave appropriately everywhere, no matter how far they may be from home.

Many young people who are carefully trained at home, and who conduct themselves with tolerable propriety under the parental eye, are very careless about their behavior when unaccompanied by their elders on the street or in public places. They thereby cause much criticism on their own charac-

ter, and many unkind comments concerning their parents.

Children should early learn that good taste and good sense require that a high standard of conduct should be maintained with special strictness in public. They should be taught that no well-bred people wish the attention of strangers called to them; that to make one's self as inconspicuous as possible is the general rule of conduct outside of the home. Many of the following special rules are intended to secure this result.

Attracting Attention On the Street.

See that your children know that all showy or gaudy dress is in bad taste on the street, because it attracts notice. Quiet colors should be used; extreme fashions should be avoided.

Have them understand that noisy talking and laughing, indulgence in rough sport, are rude anywhere. They are especially so on the street or in public conveyances. Young people are often thoughtlessly noisy on their way to and from school. They take up more than their share of the pavement, crowding and pushing others, or block the way at street corners while trying to bid one another adieu. By their bad manners they bring on themselves, their family and their school, an amount of blame that can easily be avoided.

Other actions, awkward in themselves, and drawing unpleasant notice, are such tricks as eating or

chewing gum in public, pointing at objects, turning around to gaze at people, or staring at them, or staring in at private windows. See that your children are told that these last faults are not only awkward and noticeable, but are signs of a vulgar curiosity that is never felt by a well-bred person.

Greeting Acquaintances.

Another group of rules concerns the greetings they may give to those whom they meet. Much of character is revealed by the way in which they salute or speak to others. The little act of respect shown in taking off the hat may tell volumes about their natural tact and bringing up. It would be well if all children would learn to greet acquaintances courteously, to take off the hat properly, and on the proper occasions to address strangers, when necessary, in a polite manner, to give information cheerfully and to help gladly anyone who may need assistance. The hat is taken off, not poked at with a finger.

Children should be told that friends and acquaintances are never greeted by a courteous person with the rude "Hello," so common among our youth.

The name of the person greeted is always spoken. The tone is always pleasant, never surly or condescending. A gentlemanly boy will raise his hat in bowing to ladies and to elderly men; to any friend recognized by the lady whom he may be accompanying; to any acquaintance who is in the com-

pany of ladies; when a gentleman with you salutes a lady; when he is with a lady and salutes a gentleman whom he knows; when he helps in any way a lady who is a stranger; when he parts company with a lady.

Manners in Traveling.

Instruct your children that in traveling conduct should be marked by quietness and unselfishness. All travel brings discomfort without the added annoyance of noisy and rude fellow-passengers, or the trouble caused by those who selfishly disregard the rights of others. Public conveyances and stations are not the places for loud talking, for the discussion of private affairs, for the display of fine clothes, or for continual eating.

See that they are made to understand that one of the worst vexations of travel is the selfishness often shown. No one has a right to dispose of his wraps and luggage so that they are in the way of others, nor to occupy more than the seat paid for, when others need accommodation. Neither should he open windows when a dangerous draught or a shower of cinders for his neighbor will be the result, nor spread a newspaper before his neighbor's face, nor wriggle and flounce around continually to others' discomfort.

A thoughtful, kind-hearted person can do much to make a journey less wearisome to others, and to increase their comfort without being officious. He

can help ladies with parcels or can turn seats for them, or pull down blinds, or assist those unaccustomed to traveling. He can do all this in a tactful manner, and without in any case trying to make the acquaintance of those whom he helps, or to be familiar with them.

He,—or she, rather, in this case,—can have the ticket ready for the conductor without the delay often noticed. The well-bred person will never crowd past others, or be in a hurry, which always implies confusion, and often results in accidents, mistakes, or loss. He will, too, keep his seat till the train stops, and leave it more safely and gracefully.

Manners in Church.

At a service in church we should scarcely expect to see bad manners, as we should suppose that the sacredness of the place and the solemnity inspired by its associations would be sufficient to guarantee correct behavior. Yet any observant attendant at church will notice many things in children which betray great thoughtlessness, a lack of a sense of propriety, and a want of the reverence that should be a trait in every well-formed character. Many of these faults are due to carelessness, many to ignorance, and their correction should be insisted upon by all parents.

See that they understand that it is bad manners to come to church late; it disturbs others and at-

tracts notice. It can generally be avoided. It is commonly the same people that walk in late Sunday after Sunday. The habit shows a disregard for others' rights that is inexcusable. Tell them that in the rare cases when late attendance is unavoidable a back seat should be quietly taken, and any further progress up the aisle made when the congregation stands up.

Do not fail to teach them that showy and overrich garments should not be worn to church. They are out of keeping with the object of the service; and they attract notice, and sometimes quite distract the attention of others. Plain dressing is in better taste, even for those who can afford expensive clothes; and the poor will not be kept from attendance by too sharp a contrast between their garments and those of their wealthier neighbors.

Explain that no gaping around to see who are in seats further back, or who are entering, should be indulged in. If the culprits in this respect could see the ridiculous and "gawky" effect of their twisted necks perhaps vanity would stop the ill-bred practice.

See that they are told that no whispering or laughing in church is permissible. Nothing is more irreverent than this; nothing so disturbs the worshipers; nothing so deserves instant rebuke from the officiating clergyman.

Of course, no right-minded child will wear his hat inside of a church door, or scribble in books in

the pews; yet occasional offenses in these respects call for a word of protest and caution. No well-bred person will lounge in church, or yawn, or be inattentive. He will, so far as he can, follow the forms of the service, and take part where it is proper to do so. He will, of course, not laugh at anything said or done, even if the form of worship be unfamiliar to him, or the ceremonies incomprehensible.

He will not be guilty of the "bad form" shown in slamming books into racks, instead of gently slipping them in; or in making preparations for departure while the minister is concluding the service. He will remember, too, on the way out that the church is not the place for social calls. Reverence requires that he should pass out quietly.

Manners in Places of Amusement.

Children should learn that in places of amusement bad manners are an infringement on the rights of others who have come for pleasure, and have paid for their entertainment. No one has any business to come late to a play, or a concert, or a lecture. It breaks in upon the performance, and disturbs performers and audience alike. If one must be late, he should stand until the musical selection is finished, or until the scene is ended, and then go to his seat with as little inconvenience to others as possible.

Who Shall Do the Talking.

Children should be told that talking during the performance is intolerable, as it distracts attention and deprives others of pleasure. Expressions of impatience at delays are like such expressions everywhere,—ill-bred. Composure and patience mark the gentleman and lady under all circumstances. Applause should be given whatever meets with approval. It is right and proper to give such a tribute to skill and artistic merit; but a demonstration with the feet is unnecessary and rude.

One should stay until the close of the entertainment, even if it has proved tiresome, unless some imperative reason exists why one should leave early. At the present time hats are generally removed by ladies and girls at public entertainments, so that the woman or girl who keeps her head-covering on is rather conspicuous than otherwise, and may obstruct the view of those behind her.

Finally, teach your children that no rules can provide for every variety of circumstances that may come into their experience as they meet and deal with others; but the possession of good sense, good taste and an unselfish spirit will show them what to do in each case. If their behavior is guided by these they may be sure that it will be appropriate.

XXXIII.

TRAINING OF BODY AND MIND.

The Body.

Many parents are apt to forget that a child has a body. This body has organs. In this particular it differs from unorganized bodies. The young child seems to be a mere animal. Its body differs from that of the vegetable not only in composition, but in method of nutrition, in having sensation, and in being able to move from place to place. But the child is more than a mere animal. In body it differs from other animals by having two hands, two feet, a chin, by being able to stand erect, and in that it has a higher type of brain.

The Mind.

The brain is the organ of mind. A child's brain differs from that of other animals in such a way as to give entirely different results, both mental and moral. Because of these differences the child is able to improve. This ability to improve makes possible the improvement of the race. The bee of to-day builds as did the first bee. How different the work of man now from what it was at the beginning!

A Child's Body.

By differences mentioned we are able to separate the child from all other animals. We also have seen that a child is what it is because of its peculiarities of mind and body. Consideration of both is important, that more importance may be attached to the development of the right kind of bodies and better minds.

Knowledge of Physiology.

A parent needs to know but little of anatomy, as it is a mere description of different parts of the body. Physiology tells us the use of each part. Hygiene gives information as to the proper care of the different parts. Every parent should understand the important facts concerning the existence and care of the different organs. This is especially important with such as the digestive, the bony, the circulatory, the nervous, the muscular, and with the provisions made for purifying the blood by breathing. A careful study of these will prove interesting knowledge for every parent. Any schoolbook on physiology and hygiene will give all the information needed.

Making a Good Animal.

It is very important, then, that having realized that the child is an animal with certain advantages over other animals, the parent should strive to make the child a strong animal. But little will ever be

accomplished by most children unless care is taken to provide them with strong bodies. To do this parents will need give attention to a number of important matters.

How to Produce Strong Bodies.

Parents should consider well quantity, quality and variety of food for children. All needs should be determined by the age of the child, as well as by the time of taking, and the climate. Some foods are always useful. Others should never be taken, save in cold weather. Milk, lean flesh and the whole wheat are those which will sustain life longest, without change. Attention must also be given to the manner of eating. Another matter which parents should watch is that of drinking too much at the table, as it is a habit which many children have. Another important matter is the character and amount of clothing which it is best for the children to wear. The ventilation both day and night, the importance of light, regulation of the temperature of the house, character and amount of exercise, sleep required, and many similar matters are things which the parents should keep in mind, and try to understand. Thus they may the better help their children to develop strong bodies with which to fight life's battles.

Too Much Trouble.

Some will be ready to say that it is too much

trouble to study these things for the purpose of helping their children. Many are willing to spend more time on how to raise better pigs, or finer dogs and cats than in learning how to bring up children. This seems a pretty hard statement, but, is it not true? How few parents have given systematic study to this most important problem! Drop into the nearest library and you will find many volumes devoted to the raising of dogs and similar subjects. Search diligently, and it is doubtful if you will be able to find a single book of practical suggestions upon the management and training of children. Had there been a demand for such books the country would have been flooded with them. Think of it! More interest in developing the soulless occupant of the pig-pen than in unfolding precious human beings, made after the image of God himself, and bearing the unmistakable stamp of the parents' peculiarities.

Wealth and Health.

The best wealth any parent can give a child is health of mind and body. Without it life must be a prolonged misery. Woe to the parent who has sown seeds of disease in his unborn children. There may be some little excuse for those who do not look carefully after the health of those born healthy. For others there can be none.

The child who starts with a strong body has a hundred times as good a chance of enjoying a happy

and successful life as the child who has not a healthy body. There are some few notable exceptions, but they only prove the rule. Health is the first and perpetual condition of success. How many of those who have wealth would give it all for the health enjoyed by the poorest laborer on the street! The great trouble is that, like other blessings, it brightens only as it takes its flight. Therefore we are not apt to care for it until it is too late.

The child who wants health wants everything. Give him health and moral and intellectual training, and you need give him nothing else. Fail to give him health and you can never make up for the loss. Give him health and no one will envy him the happiness it brings. Give him wealth and the probability is that it will not only bring no happiness, but will bring trouble and make him envied by all. To the child without health all enjoyments are tasteless. To such an one no meal will be enjoyed, though it be a feast. To the child who is healthy every meal is a banquet.

The Boat and the Body.

Watch a noble boat glide into the water. It is as strong as can possibly be built from wood and iron, after the most perfect pattern. It must be strong, that, for years, it may be able to hold together until the last harbor is reached. Unless it is strong there can be no voyage. Whether driven by wind or by steam is of secondary importance. So it is with

the human body. To successfully sail over life's rough sea it must be strong and rugged. The amount of canvas, the power of the engines, and other factors will determine the rapidity of the boat's progress. The energy, the enthusiasm, the persistency of the individual will determine at what rate he will advance. But, without the sound body, neither the voyage of the boat nor that of the child can be successful.

Vitality.

It may be that no one can say what vitality is. Some say that it is nerve force; others that it is a force fed by air and assimilation, and that it acts through the nerves. Be this as it may, all must agree that it is the measure of capacity for success. No child can have his share of success unless he is perfectly healthy. It is the glory of a child who is well. As the child's success depends upon vitality, so does his vitality depend upon a strong body. If these things are so is it not of vast importance that parents see to it that every provision is made for the developing of strong bodies?

How the Mind Grows.

The mind is that in us which knows, feels and wills. Therefore the training of a child's mind means not only the furnishing of the mind with knowledge, but it also means the culture of the feelings and the development of the will. From earli-

est childhood the mind drinks in knowledge through the senses of smell, touch, taste, sight and hearing. By means of the senses the child perceives that there is a world outside of itself. To a limited extent the child quite early remembers. Later the faculties of memory, imagination, conception, judgment and reasoning become active.

The Training of the Senses.

Primarily the child gains all its information through the senses. If but one sense is defective the child is seriously handicapped for life. Fortunate the child that has all the senses unimpaired. How difficult the education of the child that is deaf or blind! How nearly impossible the proper training of one who is both deaf and blind!

The senses of smell, taste and touch are those especially provided for the sole purpose of defending, protecting and preserving the body. They are, therefore, sometimes called the animal senses. The senses of hearing and sight are more complex, and the sensations arising from them are comparatively slight, and are subordinate to the knowledge which the mind of the young child gains of the objects seen and heard.

By means of the sensations which a child gets through the senses he gains knowledge of things about him. He becomes conscious not only of himself, but of objects around him. Since this is so, it is well that, in the first few years, the child

should be assisted in every way, that he may learn to use his senses for the proper development of his mind. The child whose senses are properly trained will not "have eyes, but see not," and "ears, but hear not."

XXXIV.

THE INTELLECT AND FEELINGS.

The Mental Equipment.

In the last chapter attention was called to the fact that the mind is that in us which is capable of knowing, feeling and willing. It was also pointed out that, primarily, the child gains knowledge by means of its senses. The intellect has other powers, which must be considered briefly, at least, by those who wish to study, understand or properly train a child. These powers are memory, imagination, conception, judgment and reasoning.

The Memory.

Unconsciously, the child who has learned to know certain objects recognizes them to be the same as those which he has perceived before. This is an act of memory. All other faculties of the mind, except memory, may be trained by persistent acts of attention to their objects. Not so with the wonderful faculty of memory. Its four acts of acquiring, retaining, recalling and recognizing are all entirely self-acting and unconscious. We cannot by any act of the will perform any of the acts of memory. It is evident that the memory also acts

unconsciously, for the mind does not note that it has remembered something.

Since memory is in no sense an act of the will, it cannot be cultivated in the same way as other faculties are cultivated. It may, however, be made more accurate by frequent repetition. The young child can forget what the nursing bottle looks like. However, it soon remembers, because it smells, tastes, touches and sees it frequently. Since images once produced on the mind tend to fade, it should not be forgotten that, if you want a child to remember anything, it is necessary that the attention be focused upon the thought, and that there be much repetition. Upon this will depend the distinctness as well as the tenacity of memory.

How the Memory May Be Strengthened.

The child cannot be expected to remember unless the mental images are frequently brought into his mind. This is especially so of those things learned through the sense of hearing. For this reason it is necessary to tell children more frequently than older people. There are several other ways by which we may bring into the mind images which have already been recognized. These are the laws of the memory, and may briefly be stated as follows:

1. Similar things will suggest one another.
2. Images very much different will do the same.
3. Events and thoughts which happened about the same time will also suggest one another.

The Imagination.

Imagination is, in reality, another form of memory. We remember certain things, and by an act of memory we recall the images. Sometimes we arrange them differently from their previous grouping. When we thus assemble ideas in new forms, unlike others, we perform an act of the imagination. Thus the child imagines that a man is as big as a tree, and he is scared by the mental picture of the giant. Thus a stick becomes a horse; a chair an engine upon which to ride; the dolls become alive and listen to all that is told them, and answer as the child desires them to. By this same power the child at school sees upon the map not merely black marks, but rivers, mountains, lakes, cities and other things which are not there.

Conception, Judgment and Reasoning.

The power of thinking depends upon the faculties of conception, judgment and reason. Conception is the faculty which grasps and holds distinctly the idea which has been recalled from memory. To have a distinct conception of any object it must have been attended to closely and frequently. For this reason you are able to see clearly an image of an apple. It is not easy to hold in the mind a picture of some fruit seen but once, unless it differs greatly from all others or is attended to very closely.

Judgment is that activity of the mind which examines, compares and determines the likenesses or

differences between several objects or ideas, and then draws a conclusion.

Reason is that faculty of the mind which compares two or more judgments and then forms another judgment based upon the previous conclusions.

Some Powers Must Develop Before Others.

From this very brief statement of the characteristics of conception, judgment and reason, it will be seen that they depend upon the previous development of other activities of the mind. It is therefore unreasonable to expect that even an older child will have any considerable power of thinking logically. Is it any wonder that parents who do not understand these fundamental truths make a most serious mistake in finding fault with a child for not being more thoughtful? We are apt to punish a child for the most natural use of the senses and imagination, and are just as likely to find fault with him for not being able to make use of faculties which the Almighty evidently did not intend should reach full growth until quite late in life.

Unreasonable Expectations.

Parents should therefore not expect much in the way of the child's reasoning as to what is best to be done. They should cultivate and train this power, which is destined to rule the child, but must not place much reliance on it until maturity.

Many parents feel that they are treating a child kindly when they are permitting him to decide for himself. Are such parents not generally mistaken? Is it not true that it is much easier for a child to do what he does not like to do as an act of submission to authority rather than to do it as a result of his own determination?

Many parents will keep a child in misery for half an hour, and resort to all sorts of arguments and bribes to try to get him to take bitter medicine. The better way would be to see that the child takes it at once. Afterward it might be well to express regret that it was necessary to compel obedience, and the hope that it would soon not be necessary to take the unpleasant medicine.

What Should Be Left to a Child's Reason.

Many parents will ask, "Shall I leave nothing to the judgment of my child?" The answer must be, "Certainly, but care must be taken not to permit him to give final decision concerning those things which it is not safe to allow him to decide." There are many things which may not only be left to the child's judgment, but which should be left to him to decide for himself. He may be helped by advice or by information needed, but should be free to decide. As he grows older he should be given charge of minor matters, and as he manifests good judgment the number and character of the matters may well be advanced. If such a plan be taken, and

encouragment be given for those decisions which are especially to be commended, every child will develop better judgment than such a child would show under different treatment.

If parents will discuss with older children the principles involved in a number of cases, the children will gain most excellent ideas and be greatly helped in coming to correct conclusions. All such discussions should be carried on in a calm and kind manner. The parents should be careful to encourage the child to express his own views, which should receive most careful consideration.

It is indeed a very serious error in the managing of children to permit them to argue in favor of their being allowed to do what the parents know is not only not best, but a thing which they must forbid.

The Feelings.

Having considered the intellectual side of the mind, it is important that we also give attention to the emotional side as well. The mind not only knows, but it also feels and wills. Upon the cultivation of the feelings will depend, in great measure, the character of the child, as well as his future happiness.

What is Meant by Feeling.

By the feelings or the emotions is meant the excitement which accompanies certain ideas. They produce either pleasure or pain. When emotions become very strong and pass beyond control they

are called passions. Among the more common phases of emotion may be mentioned love, faith, fear, joy, grief, anger, surprise and others.

Those feelings which are pleasant produce desires. When unpleasant they give rise to aversions. When the expected pleasure becomes great enough to impel to voluntary action, it becomes a motive. In this way arise motives which influence the will, and thereby determine action. One who is carried away by his emotions is apt to be so impulsive as to be very hard to control.

Allowance for Emotions.

Most mental powers develop gradually and do not arrive at maturity until quite late. Such is especially the case with the power of reason. However, the emotions of children seem to be strongest when they are young. Sometimes children are so emotional that they are considered eccentric. Those of us who, for years, have schooled ourselves in the repression of our feelings should make every allowance for children who show their feelings. We should certainly make more allowance for them than for adults, as their emotions are characterized by greater intensity. When a child is overpowered by his feelings they are likely to have complete mastery of his mental faculties as well, and he appears stupid. Where very intense, they even paralyze the bodily powers. How utterly senseless, then, the person who expects a child laboring under great

emotion to think or act as would the child under normal conditions. Yet do we parents not often expect this very thing?

How the Emotions May Be Controlled.

The control of the emotions is such a difficult problem that even adults find it a slow process. It is even more difficult with children. A child of emotional nature cannot be cured of his displays of feeling except through the affections. The parent who gives way to outburst of passion will only add fuel to the fire burning in the child's soul. By diverting the mind with a story, by a display of love, by the use of tact, and in many other ways, much can be done to help the child gain a mastery over his feelings, in place of permitting his feelings to rule him. It must ever be kept in mind that the child of strong feelings not only has the power of loving intensely, but has also the capacity for great hatred. Unkindness to a child suffering from any strong emotion has a tendency to embitter him as such treatment would not at other times.

XXXV.

THE TRAINING OF THE WILL.

Importance of Training of the Will.

Each child, like each adult, has the power to decide whether he will or will not perform a given act. Conduct will be good or bad, as the decision is generally in favor of the right or wrong. Nearly all we do is the result of a determination to act. This is so of all organs save those upon which life and health depend. Since conduct is the result of acts of the will, it will readily be seen that the training of any child to right action must be almost entirely a training of the will. The parent who is successful in this most difficult work will have little trouble in the management and training of children.

The Will the Mainspring.

Will-power is the mainspring of every individual. Almost every function of the mind and body is subject to its dictates. Scarcely any physical deformity is to be so much dreaded as a weak will. It is will-power which largely determines the character of every person. The individual is likely to be strong mentally, physically and morally, as he is able to control his will and direct it toward proper

ends. The will should at all times obey the dictates of conscience. If it does not, the result is almost certain to be a ruined character.

We must not forget, then, that the will is the great central, sustaining force in character. It is the life-giving power that builds up the elements of character into an harmonious whole. That the important truth may be more apparent to all, let us consider the matter more carefully.

Knowledge of right and wrong will not insure the performance of right actions. The whole being, body and mind, should obey the commands of the internal compelling force,—the will. Many who know perfectly well what the moral code requires are too weak to follow its precepts. The drunkard, for instance, knows only too well the disastrous effects of strong drink; but his will-power is too feeble to control his depraved appetite. He can form the noblest resolutions and make promises of reform, yet resolution and promise are alike broken repeatedly.

Conscience Insufficient.

Neither is a tender conscience sufficient in itself to brace up a nature defective in will-force. The keenest sorrow and shame may be felt for faults committed, yet again and again the same fault will be repeated, the same vicious practice indulged in, because the vital, strength-giving will is absent.

On the will depends the strengthening of weak points, the resistance to the assaults of temptation,

the effectiveness of good resolutions, the carrying out of designs,—in short, the success of the whole man, morally and materially.

Conscience, with its awakening voice, may rouse one from an aimless, ineffective existence, or from a life of sin and dishonor, and set him upon his feet. A sense of right and duty will point out to him the direction his life should take. Only his will-power will hold him in his upright position, and enable him to move forward with determination toward a better goal.

Will-Power and Courage.

All of the fundamental virtues depend upon the will for their growth and efficiency. Even the naturally timid may gain courage by the exercise of their wills. They can force themselves to be brave in danger, to calm all apprehensions of evil, to go forward unterrified into peril. The lazy, generally a most difficult class to deal with, can overcome their aversion to work. They can make themselves undertake tasks that they dread, and labor perseveringly to the end. They can train themselves to industrious habits.

The will can make the weak strong and self-reliant, and teach them to depend on themselves. It can nerve us for conflict with difficulties and adversities. It can inspire with courage for whatever duty there may be to perform, for whatever misfortune may befall.

Will-Power and Justice.

In the realm of justice we can compel ourselves to be absolutely truthful by an act of will, even when the strongest temptation to tell an untruth presents itself. We can cast out all feelings of prejudice and revenge, of unkindness and selfishness. The most bitter-hearted can change his sentiments if he will, and become forgiving. The most heartless and selfish can become sympathetic and helpful.

Uncharitable thoughts may be expelled from the mind, spiteful words may be held back, selfish and cruel deeds may be restrained, all by the righteous use of our wills; and the world will be happier as these wills work for the ends of justice.

Will-Power and Self-Control.

A strong will-power that can govern emotion, that can secure the mastery over self, is the secret of self-control. The bodily appetites, the dangerous desire for drink, the craving for injurious narcotics, may be kept under by its aid. All passionate outbursts of anger may be restrained, violence may be subdued into gentleness, desire for extravagant amusements and too much pleasure may be curbed. The whole being will thus be brought under and made subject to the higher law of reason rather than to our desires.

In the many practical affairs of daily life an exercise of will-power will enable us to perform our duties well and quickly. We can force ourselves

to stop and think, to be deliberate, careful and thorough. In studies success depends largely upon attention. This power of voluntary attention can be secured only by an effort of the will.

Will as a World Force.

All great victories ever gained, whether in war or in politics, in science or in religion, have been gained by men of strong will. Thus it is will that has determined the course of history, that has made and unmade nations, that has wrought reforms, that has explored, investigated, invented, and so increased the knowledge and comfort of mankind.

It is the lack of will, shown in indecision, vacillation and cowardice, that has brought ruin to individuals, to organizations and to nations. Stupidity, apathy, even bodily weakness, in many cases, may be traced back to this fundamental weakness of character. "Feebleness of will brings about weakness of the head and of the heart." The intellect and the affections will be impaired. The man will become a wretched creature, and end his life in failure.

The Will a Measure of Personal Power.

From what has been said it will readily be seen that the personal power of anyone is dependent upon the strength of the will. The individual who persistently directs his will-power along proper lines is sure to be successful. He who has no will-power

cannot possibly succeed in any undertaking. How important it is that every parent should understand the function and training of the will before it is too late to influence it. The laws which govern its development are well understood. The parent who has no knowledge of the simplest principles governing the development of the will need not wonder that he fails to secure obedience from his children.

Will-Training Versus Will-Breaking.

A year ago the writer was asked concerning the conduct of a boy fifteen years old. The father was very much provoked. He said, in speaking of the boy, "He always was pig-headed; I never saw such a stubborn boy. I will break his will or I will break his back. I have sent him to the best schools in the country. I have done everything in my power, but I cannot break his will." Such questions as the following were asked of the parent: "Why should you want to break his will? Did you ever stop to think of what it means to a boy or girl who has a strong will? Can you blame the boy? Is he not a chip off the old block? What would you have amounted to if you were not as self-willed as you are? You are a man of very successful business experience, and have a very large circle of acquaintances among business men. Do you know of any-one who has won great success in any line of business, except by perseverance and hard work, the result of strong determination? What you want

to do for that boy is to try to train his will. Direct it into proper channels, and he may have as great a success in his life's work as his father has had. Do as you threaten to do, break his will if you can, and you will have ruined his chances for success in life. A broken will is just about as valuable as a broken bow."

The good sense of the gentleman led him to agree that he had been wrong and to express the determination of treating the boy differently in the future. Would that all parents, to whose attention this matter is called, were equally wise! During nine months of the past year that boy continued to give much trouble to the parents, teachers and others. About three months ago he developed great interest in certain subjects. Since that time he has given no trouble to anyone. To-day he promises to be a great success. But for a little patience at a time when it was needed he might now be an outcast from home, wandering, as many others have been compelled to, because parents did not understand the first principles of the right management of those of strong will.

The Meaning of Will-Training.

Too few have given any consideration to this subject. Still fewer appreciate the importance of seeing clearly the difference between will-training and will-breaking. The training of a child's will implies teaching him to choose one of several

courses. Thus, by bringing influences to bear upon a child, he may be induced to decide for himself. Breaking his will is forcing him to do what he is told, regardless of what he wishes to do. This takes from the child his power of free choice, which is the highest expression of his true personality. Nevertheless, the child should understand clearly the result of not choosing wisely. For example; suppose a child is told to leave the room. He refuses to do so. The parent, without further words, whips him until he does leave the room or until the parent sees it is impossible to break his will. Would it not be wiser for the parent to first tell the child that if he does not leave the room it will be necessary to punish him severely? After having given plenty of time for making a choice, it may be necessary for the parent to remove the child by main force. But the child has been given the option of either leaving or taking the consequences.

God's Way.

Is not this God's way of treating us? Does He not permit every person to choose between right and wrong? Everywhere, and at all times, and under all circumstances, He gives to man the freedom of choice. This is given with the distinct understanding that he must take the consequences. He presents the advantages of one course of action and the disadvantages of the other. Upon man He always places the responsibility of choosing be-

tween the right and the wrong. Can any parent find a better way to train his own children?

How the Will May Be Trained.

In most cases the will of a child is, at first, quite weak. It grows stronger with years. At the same age it is much stronger in some children than in others. The child of strong will must be treated carefully. In the chapters on Obedience, Incentives and the Stubborn Child many suggestions will be found. At this time it is not necessary to do more than emphasize the fact that there must be no conflict between the will of the parent and that of the child. Such is a conflict of brute force. The stronger will be victorious. Punishment will do no good, save as it shows a child that it does not pay to will to do wrong. The will must be trained through the feelings. It is the only way that it can possibly be trained.

XXXVI.

ADOLESCENCE.*

Meaning of the Term.

By adolescence is meant that extended period from the beginning of pubescence until the individual has reached the period of fullest physical development. It usually begins at about the age of twelve in girls and continues until about the age of twenty or more. With boys the beginning and end is a couple of years later. Some think the period is of much shorter duration. Others hold that it is more extended. All agree that it is one of nature's most marked progressive periods. All in all it is the most wonderful period in human life. It is the time of nature's regeneration. It is a second birth, no less wonderful than the first. Out of the boy or girl it makes the man or the woman. At this time boys and girls are apt to stop playing with each other and begin to consider their social relations in an entirely different light. The boys wish to put on long pants and the girls plead for longer dresses.

Importance of the Period.

Much of future sorrow has its beginning in the

*See author's books on "Talks to Young Men" and "Talks to Young Women."

mistakes and false teaching of this time. Now is the time to teach the necessity of saving one's strength and self-respect. Too many have learned instead the means of destroying vitality and of wasting time and energy. Of all times this is the time for teaching the most careful economy of all the forces of life.

The savages of this and other countries appreciate the importance of this time in the life of their children. They, therefore, bring the most solemn influences to bear upon their young men during these critical years. The Greeks gave special attention to these years. The Romans developed during this period the natural desire to fight. At this time the Greek, Catholic, Lutheran and other churches confirm. During these years the most conversions are made. It is the time when all-powerful sympathy, warmed by the rich transforming blood, exerts its strongest influence. The child becomes more susceptible to the influence of those older than himself, if the influence is properly exerted without antagonizing him. He becomes interested in the future in a way he has never been before.

Physical Changes.

At the beginning of adolescence there are many marked changes which may be noticed by even the less observant. The boy's muscles become larger and firmer. The voice changes to a deeper tone. The stature increases rapidly. The hair on the

face becomes apparent. The changes taking place in the girl are equally important; the enlargement of the figure being the most marked. She is also apt to become nervous and irritable. The internal changes are equally important. The brain ceases to grow, though it continues to increase in weight. The arteries increase in size one-third. The temperature rises one degree. The reproductive organs are functioned.

Mental Changes.

Great as are the changes in the body during these years, the mental changes are, perhaps, even greater. The child, no longer satisfied with learning through the senses, begins to reflect upon what is seen and heard. For the first time objects and events are seen in their proper relation. New and old emotions spring forth full grown, and enthusiasm holds sway. The individuality becomes more apparent. Indeed, the whole mental life seems lighted by a new flame. The parent or teacher who can discover this creative spark at the right time may be able to fan it into such a flame as will make gloriously bright a great life as poet, artist, musician or statesman. This is the time to study carefully each boy and help each determine for what trade or profession he is best suited. This is the best time to learn a foreign language, as the verbal memory is now strongest. Now is the time to learn memory gems, which may influence the whole life.

Moral Changes.

Of more vital importance than other changes are those affecting the moral nature of the child passing through this trying stage. At this time all temptations exert their strongest influences. While this is the case, if care is taken, even the most selfish may be developed into self-sacrificing boys or girls. If properly understood their worst tendencies may now be replaced by those which will work for the happiness of themselves and others.

Before this age is the best time to train a child to listen to the still small voice of conscience, which will guide him aright through life. Omit this lesson now, and it will never be learned as it should be. During this period it will be easy to develop a love for others, and a personal responsibility for moral acts, though stubborn doubts will constantly rise.

Change in Ideals.

During this important period there is also a great change in ideals. As before stated, the boy or girl lives, for a time, the life of a great poet, musician or statesman. Never again may such a grand level be reached during the life-time of the individual. These ideals must be used for the proper development and discipline of the individual. More than at any time in the past or the future, these ideals are of transcendental importance. They lie at the base of all improvement during this period. The effort should be made to train toward the beau-

tiful ideals to be found in literature, history and biography. It is the time of hero-worship. If we can but teach them to admire these ideals it will not be hard to lead them to try to imitate them, for it is a very short step from admiration to imitation. Is it not to be regretted that so many boys pass through this period without having any male teacher who meets their ideal?

We have seen that adolescence is bounded by pubescence and manhood. During this time someone has said, "The boy is not only a Persian in his love for war, a Hindu in his dreams and a Hebrew in his business sense, but he rapidly comes down through the millenniums and reaches the days of Bayard, Sigfried and Launcelot."

Dangers of Adolescence.

What shall be said of the dangers of this period? Every learned person, though not a physician, knows that there are grave dangers here. In a vague way many know that about this time all the fiercest passions of the soul strive for mastery. Now is the time that boys discover the changes taking place and learn awful habits. Too often the parent has no idea of the truth until it is necessary to place a dear child in the asylum, there to remain a mental, physical and moral wreck. This it is that, to a large extent, peoples these institutions with a loathsome, hopeless multitude. In very many cases this habit is found most frequently in those in whom

it is least expected. Not so often in those of rough manners, or in the ignorant and profane, or in those fond of manly sports and of the company of others, as in the opposites of all these.

If ever a child needs an intelligent, interested parent it is at this time. God pity the boy or girl who, at this time, has none such! There may be some excuse for the parent who, through ignorance, fails to provide that counsel and instruction which, if it is withheld, is apt to result in most ruinous habits. For the parent who shirks his duty there should be none.

False Modesty in Parents.

Many who read this may question the propriety of speaking of these matters. But are they not of supreme importance? Is there not too much ignorance of these important matters? Are the parents not the ones whose duty it is to speak? Have we any right to remain quiet upon the dangers of this period while, because of ignorance, our children are ruining their happiness for the life that is, as well as for the life that is to come?

Surely it is the duty of parents to give instruction upon these matters, either by talks on the subject, by placing a sensible book in their hands, or by sending the boy or girl to have a talk with the family physician. If the physician is a man of judgment he will present the matter in such a way as to show that there is no reason for concealing the truths

which mean so much to each one. Great care must be taken in the selection of books bearing on this subject, as most of those printed are the writings of "quacks," and are not safe to be in the hands of either the old or the young.

Ignorance Will Not Save.

Many parents who think of these matters hope that ignorance of them may save the child from the terrible results. But it is a vain hope and one of the greatest mistakes of the present generation. Almost everyone can call to mind sufficient proof that such is the case.

Is it proper modesty which prevents our speaking of these matters, or is it the most disastrous kind of folly? If we do not see that they have a proper knowledge of these things, is it not certain that the vulgar, false ideas of impure associates will be absorbed by them and do great harm? Then let us teach them the truth that dissipation during adolescence means results which are certainly terrible in their effects upon the moral, mental and physical natures.

Management of the Adolescent.

What about the management of the adolescent? It is indeed a hard question, doubly so because no general rule can be given. What will apply to one

may be of little use in other cases. Many have asked the writer for explicit directions. One mother, who came from Newark, where she had read the talks as published in the *Evening News,* was so deeply grieved by the actions of her boy that she was not willing to give her name. She had done what most of us are apt to do. She had magnified her boy's mistakes, and if the boy's temperament was what her description indicated her method of management was the opposite of what it should have been.

During this period a parent should not hesitate to greatly change the method of management. More than at any other time is there great need of much patience and the deepest sympathy. More than at any other time should the parent endeavor to have the child make a confidant of both parents. By consulting children on some subjects they may be led to talk more freely to their parents.

At this time there may be good reason for relinquishing absolute authority. If the training has been anything like what it should have been this will be perfectly safe. If it has not been of the right kind, harshness will now be of little value. It will only tend to estrange and drive out of home into the cold world. There comes a time in the life of nearly every boy when he is tempted to run away from home. Many are tempted to commit suicide, and not a few do so. While hard to manage, they will generally respond to the treatment

prompted by love. Trying to repress adolescents by any other means is like sitting on a safety-valve.

Three Stages.

The first years of adolescence are those of ferment. From sixteen to eighteen the crisis is reached. After that comes a period of reconstruction. The greatest trouble comes during the crisis. Happy the parent who can help the child over this time. Safely past the crisis, there will be continual improvement. Storm clouds will pass away, and the peaceful sunshine will take their place.

XXXVII.

THE CHILD AND CHRISTMAS.

Children in the Home.

What a joyous time Christmas is and should be for all, both young and old. Its celebration should bring joy to all and peace into every home. Christmas without children is not a real Christmas. Neither is a home without children a real home. It is the song with the sweetest melody left out. It is the day without sunshine. We may get weary of their noise and long for quiet. When young they break our rest, when older they may break our hearts. Yet they are blessings in disguise. We can no longer be selfish as before. We try to train them, but, before we start, they train us and teach us many important lessons, which would never be learned but for them. Yes, a home without children must be cold and dreary. And what can be more cheerless than a childless old age?

How About Santa Claus?

Many conscientious parents object to telling, even young children, what they consider falsehoods about Christmas. But is it really wrong to tell the children what we do? The story of Christmas contains

much of truth, but it also contains much of fancy rather than falsehood. The idea of Santa Claus is that, upon the birthnight of Jesus, a messenger comes bringing gifts to all and especially to children. This is true, and its full significance should be impressed upon the child's mind. Whether Santa Claus arrives once a year with reindeer and enters by way of the chimney, or whether he comes daily by trolley and enters through the door, such facts may well be left to the child's fancy, to developing reason and to later experience.

When a child begins to seriously question the absolute truth of every detail, this is time enough to consider the advisability of making explanations. But, you say, this is telling or acting a falsehood. Is it? One of the definitions in the latest dictionary tells us that a falsehood is "deceiving one who has a right to know the truth." There may be some question about accepting so broad a definition, but has a young child a right to know the truth? On the contrary, is not every young child entitled to the great pleasure which comes from anticipations of an old-fashioned Christmas with Santa Claus and reindeer? Many attempts have been made to replace "The Night Before Christmas" with other "up-to-date" stories. But those who sell such books will tell you the new ones have a very limited sale.

Surely it would not only not be wise, but it would not be right to say there is no Santa Claus, and to take the child and show him what he was to get

on Christmas morning. Who would care for such a Christmas? It would seem just as reasonable to tell him he must not call a stick or a chair a horse, and pretend to drive or ride it, or to insist that dolls do not hear what is said to them, or to say it is a terrible sin to pretend to feed them and to play house when, in reality, there is nothing to eat and no house. Such acts of fancy are as real as truth to the young children. When the child of such a parent gets older he will probably be punished for pretending to play fire when there is none, and for many other similar and harmless acts which not only do no harm, but help develop many desirable qualities.

A Great Mistake.

No, that parent makes a great mistake who fails to appreciate the fact that a child's imagination should be allowed great freedom in play and in reading. When it is important he should do so, he will have no trouble to distinguish the fact from fiction. Imagination should have a prominent place in the thoughts and feelings of every child, for a child's mind is filled with images of all kinds. Children live in imagination to a greater extent than do their parents. Most careful students of children agree that their love for fairy-lore is not only natural, but should be cultivated. Then why not let the young child enjoy all the fancy connected with Christmas? Because of their vivid imaginations children can be happy for months in anticipation of a single day.

The writer's four-year-old almost daily counts on her fingers the "number of Sunday schools until Christmas." After each Sunday she pulls down one more finger and enjoys, with no show of impatience, the great pleasure which her older brothers also enjoy with her. They no longer look for the reindeer, yet their joy is none the less real than is hers. This article would not have been written but for what the writer saw and heard this evening when he went to say good-night to all. The little sister had crept into bed with an older brother and asked him to "tell all about Santa Claus." Wrapped in the arms of her ten-year-old brother, she was drinking in, with great joy, every word told her. Yet it was a question whether she was enjoying it more than her brother. Is it any wonder that "no" was the answer which rose to the question, "Should any parent say, under such circumstances, 'Children, there is no Santa Claus; it is a falsehood, and you will be punished for repeating it?'"

Let the Children Help.

As children get older they should be allowed to have something to do by way of planning to make others happy at Christmas. What money they can save from their allowances or from gifts should be theirs to spend as they think best. Some will be able to make things to give to father or mother or other members of the household, or friends. The pleasure given will not depend upon the amount of

money spent for the gifts, but upon the spirit with which they are given and the surprise felt.

Let the older children secure evergreen in the country if possible. If this is not possible let them go themselves and buy them at the stores. They will never forget the pleasure which it gives them, even if it be but one or two branches of a pine tree and a single wreath. Let them help decorate the pictures and mantelpieces with as much green as can be secured.

One Plan of Giving Presents.

There are almost as many ways of keeping Christmas as there are families. Many good suggestions will be found in the magazines, however. In the hope that it may be suggestive to some, one plan of distributing gifts is given.

Have as many colors of thread as there are children. Let the threads start from some central point, such as the Christmas tree, the stocking or the plate. At the starting point give all directions to follow the thread marked with the name of each and return to the starting point to show each article found, waiting till all have returned before starting again. Let each thread take its own course, under doors, out into the kitchen, down into the basement, under beds, into closets, up to the attic and into dark corners. Along each thread place those things intended for the different children, also notes directing where they should look for other gifts. Some-

times the note may tell that the article found is to be given to some other member of the family.

In this way the older members of the family may surprise one another and give pleasure to all. As each returns to the starting point, every time every article or direction is found, the joy of each will be shared by all, and, in place of one surprise, quickly over, it will be found that there are many for each, and the enjoyment will be greatly prolonged. More than this, such preparation will be greatly appreciated, because the children will see that it has been made, because of love, at considerable expenditure of time and thought to others. Thus even the children will appreciate the interest taken more than the gifts received. The gifts will soon be forgotten; such preparation prompted by loving thoughtfulness, never.

Later in the day the full significance of the holiday should be explained to the younger children. Many will not consider the day complete unless, in addition to the usual games, there is a game of "blind-man's-buff," or some similar game, in which, for once, the older members of the family all join with the younger. Many other plans will present themselves for consideration to those disposed to make the day a memorable one, as it should be.

It may be objected that this means considerable thought and planning. But is it not worth all it costs? The children will never forget such a Christmas. Long after you have gone from them, and

their heads are whitened by the frost of many winters, they will tell their children of the happy Christmas prepared by your patient labors of love.

Then let each be the happiest Christmas of their lives. The cost in money may be far less than in previous years, if only there is the evidence of the desire to make them happy. Let every Christmas be noted for its joyous frolicking and its many innocent pleasures. Let it be enjoyed by the young and old, by master and servant, by parent and child, on the common ground of good-will and kindly feeling!

XXXVIII.

HINTS TO PARENTS.

Birthdays.

The observances of these anniversaries are a source of far greater good than most parents think. The remembrance and celebration of them bring the different members of the family closer together and small differences are forgotten. The loving thoughts connected with the preparation of something for the occasion will increase and multiply with the passing years.

If you remember a child's birthday he will discover that you are really glad that he is here. It will never be forgotten. You will find that he will take great pleasure in remembering yours during the years which are to come.

The remembrance need be no more than a kiss, or a bunch of flowers, or some similar expression of love. In one family a boy, on his birthday, received a pencil from one brother, a knife from another, a box of writing paper from his sister, some newly-baked gingercake from his mother, and twenty-five cents from his father. Even this was more expensive than need be to prove that the day was not forgotten by those who loved him and were glad that he was one of the family. To those who

are absent, even a brief note will be more highly prized than would many presents under other circumstances.

It will thus be apparent that it is not necessary to go to great expense; not necessary to have costly parties, in order that the day may be properly celebrated. The spirit is the important requisite. Given that, all else may be omitted; without that, everything will be wanting.

Too Much Restraint.

Nine out of ten children are subjected to too much restraint. Children should be permitted to do what they wish unless there is good reason for their not doing so. When a child raises an objection in a proper spirit, it is sometimes proper to give reasons. For example, suppose a boy is told not to go down a certain street. He asks, in proper tone, why you prefer him not to take the shortest way. He may be told the reason then; or, later, it may be well to tell him you knew there was a cross dog at the corner, and that you feared that he might be bitten. Care should also be taken to express pleasure that the question was asked in the way that it should have been asked, and that there was no hesitation about obedience.

Overtraining.

There is great tendency to overtraining on the part of ministers and others, who are intensely interested in the proper management of their children.

The failure of such in the training of their children has become almost proverbial. It is certainly not because of lack of love or interest; but, realizing the importance of proper training, there is apt to be too much training. Then, too, it must be remembered that the failings of these children are likely to be unduly magnified by both parents and others.

Leaving a Child Alone.

It is very important that we parents should appreciate the necessity of leaving children to themselves, that they may do about as they wish. While the child must be trained, it is not necessary that he should be under supervision all the time. If he is, he is likely to become so antagonistic that he cannot be trained as he should.

Too Many Direct Issues.

One great mistake which most of us parents make is that we are too willing to take issue with our children upon every occasion. No parent should hesitate to do so when it is necessary. Such as hesitate will suffer later. However, issues can be avoided by exercising a small amount of tact and common sense. It is especially necessary with children of certain temperaments at times. It is absolutely necessary that the parents should strive to avoid direct issues at certain times.

Too Many Dont's.

Is it not true that all of us say "don't" to our

children too often? One is reminded of the boy, who, when asked his name, said his right name was "Willie Smith," but it seemed generally to be "Willie Don't."

Threats.

Many children are completely ruined by the threats which parents make and fail to carry out. How often we promise to do something "next time." What a mistake! We should act at the time or say nothing. A little punishment or rewarding in the present is more powerful than ten times the amount promised for delivery at some future time. As "a barking dog never bites," so it is almost certain that a parent who threatens much seldom fulfils the promises made. How soon the child discovers this! Strive never to make threats which cannot or should not be carried out. Then "make good."

Nagging.

There is no place for scolding or nagging in the training of children. Yet how many of us are apt to do so. Some say they do this so that they need not whip their children. But this will have a worse effect on a child's character than a reasonable amount of whipping, inflicted at a proper time and in a proper manner. If such a child has done wrong he should be spoken to in a kindly and, if necessary, in a very firm tone. However, it should be done in the natural tone of voice at all times.

Faults of Children.

We are apt to magnify the faults of children. Let us remember that many of the so-called faults are not faults, but are natural actions, which they should and will outgrow.

When you hesitate as to whether or not you should refuse some request made, do not consider whether the request would have been a foolish one for you, but rather whether it is a proper one for the child. The child who finds he is treated in this way will not hesitate to ask for things which otherwise he would get by stealth.

Self-Control.

Other things being equal, the individual who can control himself is likely to be most happy. Whether or not a person is able to control himself will largely depend upon his training in early life. At times it may require only loving kindness upon the part of the parent; or it may require much firmness also. Almost all children can be taught self-control when young. That is the time to help them. Life with them is a constant warfare. We must stand ready to help them battle against self, as well as against outside influences. Don't bribe your child to control himself in any way. This is a great mistake, and evil results will have to be borne later by both parents and child.

Temper.

We are all very apt to treat with too little con-

sideration the child of quick temper. Many employers prefer clerks who have violent temper. They understand that it is a form of energy, and if the temper is controlled, the individuals can accomplish a great deal more than those without temper. If a child shows temper much of the time, this requires different treatment. Such a child should be kept busy, as much as possible, with some kind of play or work. The parent must be careful not to show temper when the child does. It is probable that the child gets his temper honestly, but if the parent is not careful, scars of more than one kind may be left, and remain for many years,—scars which even future kindness can never efface.

The Object of Training.

We must not forget that the great object of training is not merely to make children obedient. It is not to make them behave. It is not to keep them quiet. It is not to make them admired by others. It is not to please our own selfish vanity in any one of many ways. The great purpose of training is to make out of each what the Almighty evidently intended him to be. What He intended is not always an easy matter to determine. The only way it can be determined is by carefully studying the peculiarities of each mind, heart and body with which every child is gifted.

Work for Boys and Girls.

Too few parents realize the necessity for regular

work and exercise for both boys and girls. All should have some play. Few, if any, will be injured by a reasonable amount of regular work. Regular practice in gymnastics is very good. Where such can easily be secured this will be especially beneficial if under the direction of a competent physical instructor. However, those who are not able to have the benefit of a well-equipped gymnasium need not be discouraged. While in the gymnasium there may be found apparatus suitable for the development of the different muscles of the body, a suitable apparatus may also be found in every home. The boys may strengthen the muscles of the body by sawing and chopping wood, building fires, carrying coal and in other ways. The girls may receive like benefit by scrubbing, sweeping, making beds and in many other ways too numerous to mention.

Obedience Again.

Too much has been said on the subject of obedience to justify further consideration. Those who insist on trying to train children properly without demanding absolute obedience are welcome to the experience. The writer will be glad to have an account of the success of those who have had a few years' experience under such a plan.

Use of Stories and Dolls.

Parents will find that many lessons can best be

taught small children by the use of stories read or told. It is really wonderful how great an influence such will have upon their whole future lives. Books are full of stories bearing many important moral lessons. Make use of them. First, in stories, afterward by placing the proper books in the hands of the children.

Children's dolls may also be made an important factor in the training of young children. They love to play, telling many things to their dolls. By inclining them to teach their dolls, they themselves may learn many important lessons.

XXXIX.

HINTS TO PARENTS (*Continued*).

Reading.

No parent need be reminded that it is important that all children learn to read. It is also important that they develop a love for reading. It is of far greater importance that they develop a love for the right kind of reading. The best schools are not only teaching how to read, but also what to read. However, the parents cannot throw off their responsibility. That reading which weakens the intellect and debases the morals must be guarded against. That which strengthens the mind, forms the basis of knowledge, and tends to raise the moral tone, must be furnished.

The desire for the right kind of reading is acquired. It does not come by instinct. It is therefore our duty to give careful consideration to the matter. Children will like to read those books which we teach them to like. If we pay no attention to the matter they will almost certainly learn to love those books which they find others reading. If such is the case, it is our fault, not theirs.

In selecting books we should have a particular end in view. They should either be selected for the moral benefit, to add to their knowledge, or to give

pleasure. The best books combine these three ends. The book of fairy tales has its place. So also the books of fiction, such as may be found in the Sunday school libraries. More important than these for older children are books of travel, history and biography.

Proper Books for the Young.*

It is not sufficient to keep bad books away from children. The right kind of books must be provided. Any librarian will gladly give suggestions upon this subject. In selecting books it is important that we do not fail to consider not merely the age, sex and temperament of the child, but also the time of year and the part of the country in which the child lives, and many other similar matters. It is also important that the parent should read some books with the child.

What has been said of the importance of selecting the right kind of companions applies with equal force to the selection of the right kind of books.

Favorites.

Too often parents have favorites among their children. Sometimes it is quite noticeable to others of the family, as well as to strangers. Under such circumstances there is almost certain to be discord and continual jarring. Who has not known cases where the evil effects of such favoritism have borne

* See author's Home Series and List of Library Books.

bitter fruit during the whole lives of parents and children?

Surely too much care cannot be taken by parents to see to it that their decisions are impartial. No matter if one child is of a more loving disposition and more lovable than another, each must feel that there is an equally warm place in the heart and an equally prominent position in the affection of the parents. As they grow older they will ever prize and aim to retain that loving regard. Should occasion come they will rejoice to turn once more to the parents for that advice and sympathy which they know awaits each one without favor, but with affection.

Children on Sunday.

What parent has not been troubled, or even driven to despair, to know what to do with children on Sunday? Even if it has been possible to get them to do just as the parent would have them do, it is hard to know what they should be required to do. Any parent who has sufficient brute force and determination can make children conform to certain definite rules; but is that the right thing to do? Certainly not. Of all days, this is the day that we should strive to get along by loving kindness.

Don't Make Sunday Dreadful.

Some parents make Sundays so unpleasant that the children dread its approach. No child should be expected to act as parents do on Sunday. Yet,

do not many parents think that children should be amused on Sunday with the same things that amuse themselves? This day should be different from other days. The young children should have different playthings, different games, different dolls, and be dressed differently. Thus the child may, quite easily, learn to look forward with pleasure, rather than with dread, to the coming of Sunday. Some parents have found it to be an excellent idea to keep certain articles, candy and other special Sunday features in a special room, closet or bureau drawer. As the child grows older parents should aim to replace these childish things by Bible pictures, Sunday school papers and other suitable articles.

Reasons for Liking Sunday.

Again, some children will look forward to Sunday because their parents spend more time with them on that day. Others, because they are to have a larger portion of cake. Others, because of many other privileges which the love of the parents has prompted. Where this love of parents is evident it is very easy for the child to pass from the consideration of love of his earthly parents to that of his Heavenly Father.

As the children grow older it is not expected that they will spend much of their time in play. At this stage they will need more attention from their parents that the better training may be given. Many will long remember with great pleasure the sacred

songs sung at a certain hour each Sunday. Certainly, but few parents are so busy on Sunday that they cannot give some time to the reading or teaching of stories, and in other ways interest their children.

About Attending Services.

So far nothing has been said about attending services. Every young child may find pleasure in attending Sunday school. When old enough to take interest in and receive benefit from the church services it is well that children should get into the habit of attending these services. However, parents should remember that it is far harder for the children to remain still any length of time than for adults, unless the services are very interesting. Parents, how do your children look forward to Sunday? The true answer to this question will determine whether or not you have given the subject the attention that its importance demands.

The Child's Faith.

What about planting faith in children? You need not do it. It is already there. Children naturally have faith in their parents. All we need to do is to show children why every child should have faith in God. By faith they may be taught the profoundest truths of the Bible. How early the little ones may be taught that God loves good children! How happy they are to learn that their good actions please not only their parents, but their Heavenly Father as well!

The training of a child's faith is one of our most important duties. The happiness and the usefulness of children will largely depend upon their faith.

The Precocious Child.

Who can give any good reason why so many parents are anxious that their children should be precocious? Precocity means early ripening. The same parents would have no use for premature peaches. Why, then, should they wish to have their children develop prematurely? Surely nothing but ignorance can account for such a senseless desire. The present civilization tends to hasten unduly the developing human being. Much care must therefore be taken by parents in this respect.

Laurels for the Plodders.

It is a grand, good thing that very few of those supposed to be precocious are really so. Most parents are only too willing to believe that their children are a little brighter than those of their neighbors. This is but natural. None but the foolish, vain or ignorant would urge their children forward in the hope that they might appear precocious. History fails to furnish examples of great men or great women who were really precocious in youth. On the contrary, the patient plodders are the ones who generally win life's victories. History is full of examples of great men who were considered far below the average ability while in school. What

good reason, then, is there for parents insisting upon their children being hurried in their development? Why do we do that which will result in so unduly developing self-esteem and self-assertion as to make the poor victims almost unbearable? The child's mind is bound to be active. This is natural. The injury comes from overtaxing it with matters which are beyond its comprehension or keeping it under strain for too many hours.

Brain Fag.

Great care should be taken that a child's mind does not develop at the expense of its body. As has been said before, the most important thing is to build up a healthy body. The signs of brain fag should be watched for and the warning should be noted promptly. If the child's head is hot, if the expression becomes one of anxious depression, if the forehead is wrinkled and the hands frequently put to the head, if the sleep is disturbed and the appetite impaired, there is serious trouble somewhere. It is the parents' duty to see where the trouble is. On the other hand, the parents must not be too ready to permit the trouble to be blamed on study. Probably not more than one case out of twenty reported can be shown to be the result of too much school work. Very frequently it is lack of sleep, music lessons, parties and other affairs which make it impossible for the child to have the proper rest which the growing body demands.

It will generally be found that the doctors who complain most of overpressure of work in school are those who have the reputation of giving this reason when they do not know how else to diagnose the case. Therefore, the parents should watch carefully themselves, and where they find the child is studying too hard should insist on the work being lessened.

Mistakes of Parents.

Many parents are unconsciously sinning against their children by forcing their children both physically and mentally. They provide games and amusements for the children which are suited only for adults. They allow them to attend theatres, which offer scenes and thoughts which they not only cannot understand, but which it is far better they should not understand. All the emotions of the child are played upon by the cheap novel and the cheap drama of the day, until the child is apt to live in a mental maze. Others permit their children to take prominent parts in many amusements without considering carefully the effect upon those of certain temperaments. Some it may benefit; others it may injure. It is the parents' duty to consider the matter carefully. We should strive to keep the amusements of our children simple and wholesome. We should no more think of giving children highly-spiced reading and amusements than we would provide overseasoned food at their meals.

XL.

HINTS TO PARENTS (*Continued*).

Brothers and Sisters.

In the family where there are brothers and sisters there is the possibility of a very happy life, rich in joy, fond associations and great inspirations. To bring out all these possibilities there is needed the mighty transforming power of loving kindness. Without this, most of the blessings will be lost.

For years seeds will refuse to grow if kept in a dry, dark place away from the sun. However, they retain their germinating powers, and under favorable conditions will germinate. Thus it is in homes where brothers and sisters have lived in discord. Even now it is not too late to look after the neglected seeds. It is the duty of parents to strive, by patient culture, to reap the rich harvest. Is this field cultivated as it should be in your home, or does it lie neglected?

The family where all children are boys or girls is not complete. There is something lacking. No matter how happy, there is something wanting. Without boys there will be lacking the manly, strengthening influences. Without girls there will be an absence of sweetness and tenderness. But are there not many homes where there are both brothers

and sisters, yet also an absence of the heavenly blessings which should be there? Too often is there not bitterness and strife? If so, someone is responsible for a terrible failure.

Important Questions.

In a previous chapter attention has been called to the home influences. All that can now be done is to raise a few questions. For many reasons should there not be a tender friendship between brothers and sisters? Do they not often seek outside of the home for their intimate friends? Does this friendship not need cultivation like other friendships? Should there not be special effort made upon this line? Is it not because of this lack of attention that so few brothers and sisters are as devoted as they should be? Why should brothers and sisters not be proud of one another? When alone in the home is not selfishness apt to come to the surface? Does not rudeness of speech and action become prominent? Is it not the tendency to hide the better nature below the surface while at home? Should not every boy be as loyal to his own sister as to the sister of other boys? Should not brothers and sisters shield one another when it is right and possible to do so?

Helping Themselves.

Every person has noticed how helpless the children are in some families and how ever ready and

able children of the same age are in other families. This is entirely a matter of training. Children naturally love to do things themselves. We all know children four or five years old who are able to help themselves as well as many children much older. In helping themselves we should let them make reasonable effort, but stand ready to give assistance at the proper time. If a child wishes to do what the parent thinks should not be done, lest it suffer pain, it is often best to warn the child. Then, if it suffers because of not following the suggestion of the parent, the child learns the evil effects of disobedience. The great majority of parents will express sympathy, and will not say "it serves you right." The parent who answers in such a way may be certain that the child's confidence will not soon be won.

Grateful Children.

Considerable effort should be made to teach children to be grateful for the many blessings which most do not appreciate. We, ourselves, are not generally grateful save for that which is unexpected. Much less are our children likely to be. They are apt to take everything as if it rightly belonged to them. Too few children in these days have any idea of what they owe their parents. Is this not largely the result of our training? The parent who has shown children reasons for being grateful will have children who will appreciate what is done for

them. This will make out of home a comfortable, happy place for the parents. What thrust will sink deeper into the soul of a parent than the ingratitude of children? Yet how common it is. So common, indeed, that it has become a proverb that "One parent will support ten children better than ten children will support one parent." It is a shame. It is the fault of their training. It is our fault.

Self-Examination.

No parent can easily manage a child until he has made a very careful examination of himself. Each one of us has a number of peculiarities which are likely to reappear in our children, who have learned or inherited them from us; and they are also likely to determine our methods of managing others. We are all apt to be governed by our strongest faculties and emotions. The proud parent will appeal to pride; the cruel, to punishment and fear. The stubborn will govern by firmness; the loving parent by affection; the conscientious, by an appeal to a sense of what is right.

Very often the parent will use methods with children to whom such methods are the least adapted. The father who believes that there should be nothing but firmness meets with it in the child, who comes by his stubbornness honestly, and there are continual clashes. Governed by love, the same child might easily have been molded into a beautiful character. On the other hand, the mother in whose character

affection holds a prominent place may fail to govern because of a lack of that firmness which at times is indispensable. It is, therefore, important that parents should carefully examine themselves, that they may guard against allowing their peculiarities to bias their methods of management. If they examine themselves they will be most apt to exercise judgment and self-control where that is necessary.

Like Produces Like.

We must not forget that "like produces like." Love awakens love. Harshness excites harshness; anger, anger; frankness, frankness. This seemingly important fact is of the greatest value in enabling us to properly train our children. We must ever remember that the surest and best way to produce emotions or thoughts in our children is to show them ourselves. This is one of the great secrets of success in the management of children.

The Great Aim.

Every thoughtful parent is anxious to properly train his child. Proper training will differ with each child. The effort should be to develop the natural capacities of the child so that it may unfold to a strong, beautiful character. This will mean strength of body, vigorous energy, warm affections, natural appetites, proper ambitions, refined tastes, firm moral convictions, and a strong desire to do what is right.

It is well for parents to have an ideal in mind while training children. However, this should be determined upon after careful thought, and not, as often is the case, with little consideration. The important thing is to have the right ideal.

We must not expect that each child will be able to reach the high ideal we have in mind. But this is no reason why we should not work patiently and persistently to secure the best possible results. What parent, looking into the face of the blue-eyed girl or the brown-eyed boy, can tell what strong passions or what high moral qualities lie hidden in that head or heart? There may be the elements of the criminal, of the orator, of the statesman. No matter what these tendencies are, they are subject to modification and susceptible to the influences which the parents can exert. Every normal child is capable of endless improvement through the long years of life.

The Influence of Nurses.

One of the most injurious effects on children of the rich is the result of the fact that most of the time they are in charge of nurses. Who are these nurses generally? Answer the question for yourself. Are they selected as carefully as the coachman, the cook or the butler? How little such children enjoy the companionship of their parents or others whose influence would be most elevating! How often they are wheeled along in carriages long after they should be allowed to walk. How seldom

are they allowed to get beyond striking distance of some cross-grained nurse, who cares nothing for their welfare! Many times they have nurses who know but little of the children's native language and care less about the common decencies of word and act. Who has not pitied such children as they have seen them in charge of nurses who are no better than slave drivers? Is it any wonder that instead of growing up to be what they should be they are apt to be the very opposite?

Rich Children Who Are Poor.

It may be thought that these statements are rather strong, but if those feeling that way will spend an afternoon listening to what may be heard at a place where nurses are wont to congregate on pleasant afternoons, I feel sure they will change their opinions. After such an experience most parents will refuse to permit nurses to punish. Neither will they be surprised at the knowledge their children have of those expressions and things of which they should be ignorant.

Doctors can tell of unmentionable practices of nurses, who are sometimes nothing more than thoughtless. Yet these practices frequently condemn innocent children to lives of depravity. Is the subject not of sufficient importance to demand careful consideration on the part of every parent?

Children learn more easily from other children than they do from adults. For this reason the

younger children of a family seem to develop more quickly. For the same reason children in such a family will know much more than will the only child or the child of the rich, at the same age. From other children a child learns very many things which develop his mind, influence his feelings, and aid the control of his will.

Poor Children Who Are Rich.

Surely there are some very good reasons why parents in poor circumstances with a number of children should congratulate their children and themselves.

UNIVERSITY OF CALIFORNIA LIBRARY
Los Angeles
This book is DUE on the last date stamped below.

LD-URL JUL 25 1966

JUL 27 1966

LIBRARY

REC'D LD-URL

JUL 28 1966

REC'D LD-URL

RENEWAL MAR 23 1971

MAR 19 1971

REC'D LD-URL

NOV 15 1974

NOV 6 1974

REC'D LD-URL

MAR 19 1975

REC'D LD-URL

DEC 7 1976

DEC 07 1975

Form L9—Series 444

3 1158 00096 3735

UC SOUTHERN REGIONAL LIBRARY FACILITY
AA 000 399 093 4